

SCHOOL ACTIVITIES

The National Extra Curricular Magazine

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As the Editor Sees It—

Lines drawn for the purpose of encouraging competition within a school should be temporary ones. The law of diminishing returns asserts itself emphatically when repeatedly boys are matched against girls, juniors against seniors, or one club against another. Such major assets as harmony, cooperation, good will and school spirit are too often sacrificed to the short-sighted purpose of an interesting but costly rivalry.

A college professor speaking to a high school in assembly estimated that *about* ninety-five per cent of all high school students will fail in life. The exact per cent would have been more convincing. And incidentally, the purpose of the address was to give inspiration!

Profanity and approaches to profanity in school yells are disappearing along with inter-school brawls and abuse of officials. Hysterical, we're-having-fun victims of the crowd atmosphere are noticeably missing from present day school games.

A frail and timid freshman boy lies at home suffering from a leg fracture received at the hands of upper classmen. He was "initiated," not with the villany of hoodlums but by the thoughtlessness and lack of foresight of students and faculty in what is ordinarily a well behaved and well directed school. The freshmen in that school received, indeed, a poor substitute for the courage, pride, strength, and loyalty that might have been developed in them at such an impressionable time. A broken leg brings but a temporary bit of physical suffering to an individual. The cost to the school is an immense and per-

manent thing that somehow seems to escape the attention it deserves.

Initiations are over for the year. We might forget them for the time being, except for the fact that October brings Halloween with another occasion for mob behavior. Such times come and go pleasantly, safely, and profitably only when there is a well established school tradition that makes it unpopular for anyone to propose or follow any plan not a part of the well ordered arrangements of the properly constituted committee-in-charge.

COMING—

Safeguard Music in the School Curriculum, by C. M. Tremaine
Assembly Programs, by M. Channing Wagner

Christmas Light, a one-act play, by Amy Clarke Bone and Gwendolyn Bone Bradley

Thanksgiving, by Lena Martin Smith

Party Decorations, by Helen M. Alrich

Suggestions for Hi-Y Programs, by C. R. Gilbert

Who's Who in Extra Curricular Activities

Lives of Great Men, by Frances Marion Ralston

Other extra curricular activity features including non-royalty plays, stunts, games, money-making plans, news and articles of extra curricular interest.

With *School Activities* subscribers in every state, there are obvious advantages in keeping our office within a few miles of the geographical center of the United States. In a single editorial mail recently letters came from Brownville, Maine; Coral Gables, Florida; Ventura, California; and Spokane, Washington.

Extra curricular activities should teach the student that easy things are cheap—that results are dependent upon effort, not upon chance or luck.

For a week the refreshment committee made plans. Everyone was enthusiastic, industrious and painstaking. The serving was done perfectly. The

guests were sincere in their admiration of the work of the committee. Then came dishes, with only the weary sponsor and a half force of disgruntled waiters remaining. The girls with dates had promptly given way to the urge to put first things first. Such a sorry anti-climax to an otherwise perfect school function is too frequent to make news. What to do about it?

There is an answer to that question, which we shall release to *School Activities* readers soon.

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Student Government and the New Deal

Harold D. Meyer

IN HARMONY with the forces attempting to work on to a new day in our civilization the school finds its most potent challenge of the twentieth century. A veritable army of brain power is spending vital hours in programming, planning, coding, and cooperating for the common good. Each citizen is called to this patriotic service—a war against a complexed and ramified social and economic order created through the processes of education taught by our schools.

The past few decades have witnessed the onward and upward march of education for the masses and specialization in education for those of our folks who could obtain it. Research, experimentation, discovery and invention have brought to the humblest citizen products that but a few years ago could have been enjoyed only by the rich. The school has stimulated the process of education and urged the thinking capacity and production of its students.

It has taught us to invent and discover. It has taught us to mechanize life and abandon menial existence and those things of drudgery.

Time is conquered and space obliterated—any part of the world is within handshake of any other part. Mass production, the dissemination of printed matter, electrical appliance, and a myriad of mechanical devices have literally changed the face of the earth and the ways of men and women on it. A tribute to the school—a glorious tribute—that every teacher who loyally loves the processes of pedagogy can reverence the contribution of the school to modern life.

This demands of the modern school an intensive analysis of its objectives, organization and curriculum. This demand is compelling in its force. As a part of the rejuvenation of this decade the school must sense keenly what is best, what is proper, and what is needed to best fit the student for the life of this age. The school cannot fail in this hour. As an institution of the people it owes its every effort to assure the creation of concepts vividly ap-

plicable and capable of adjustment to this era as best we can interpret it.

The struggle within and without the school centers around the word "fundamental." The cry is back to the fundamentals and down with the frills, fads and luxuries of the modern curriculum. What is fundamental?

The tribute paid the school above is but one side of the picture. The school has taught us to invent and discover, 'tis true, and we have invented instruments of warfare that enable us to kill our fellowmen in large numbers and at faster rates; it has taught us processes of wealth getting and giving that give us thousands of millionaires and over twelve millions unemployed. Problems of paramount importance confront our social institutions. Problems of seething industrialism, problems of complex social adjustments, problems of agricultural evolutions and revolutions, problems of a veritable army of defectives, delinquents and dependents on all sides. These problems demand powerful reserve, skilful adaptation and effective cooperation. While the school credits itself with its many constructive contributions it must, at the same time, realize it cannot be totally absolved from our present predicaments.

Let us analyze and interpret the school for a moment. In the terms of a single definition, what is the school? In Howard W. Odum's *Man's Quest for Social Guidance* we read: "Can we state an adequate concept of the school in such terms as will enable us to measure the success or failure of the modern school and the modern curriculum? In general, we may say that the school has two larger purposes, the one having to do with the transmission of knowledge and wisdom, and the other having to do with individual and social guidance. In terms of society's best concepts, the school is that institution through which is transmitted to each generation the wisdom of the race and through which the individual and society receive guidance in continued efforts for adjustment and progress. According to this concept knowledge alone does not

constitute education. Nevertheless, it should be clear that adequate guidance of the individual and the race must be based upon knowledge and experience of the past and of the present. Whether or not this concept of the school and of education is adequate to the needs of the student of social problems may be tested by simple application to modern situations."

The extent to which modern schools are different from schools of yesterday and the basis upon which new curricula are being formed will be found in the question: "Does the school meet the need of society at any given period?" We have said that one requirement of the school is to transmit the knowledge, wisdom, and experience of the race. Manifestly, therefore, that school will not be adequate which transmits only such partial knowledge as ancient languages and literatures, or limited portions of science and modern literature, or any other selected and incomplete part of the knowledge and experience of the past. These are all fundamental elements of the race's heritage, but they are not all. It must be clear, therefore, that the social school must be an increasingly important and comprehensive institution in proportion as the knowledge and needs of society increase. Likewise it must be clear that in the modern complex civilization there is more and more need of individual guidance for the pupil, and social guidance for the group. Here again this second phase of the school's function becomes increasingly important and comprehensive in proportion as society becomes more complex. What, then, are the social implications of the school?

It is clear that the business of the school is not only the transmitting of wisdom and fact, but also the teaching of *how to live* and *how to live together*. Teaching these "hows" not in a mechanical, factual sense but by a practical force of procedure—a doing program that vitalizes the aspects and concepts of citizenship through real practices—a program of student participation in school government.

This does not mean student self-government. There is a real doubt as to whether self-government can exist. "Self and society are twin born. We know the

Harold D. Meyer is professor of sociology in the University of North Carolina. As editor of **The Extra Curricular Library** and author of several volumes of that set, he is widely known and recognized as an authority in the extra curricular field.

one as quickly as we know the other and the idea that there is a separate ego is an illusion." Student participation recognizes the process of individualization and socialization. This process grants the individual the fullest freedom of attainment through social guidance and for social good. Student participation recognizes the student as an integral part of the institution in every possible sense. It calls for activity which can be satisfied in a multiplicity of ways, from the running of errands to participation in discipline and program. It calls for a complete cooperation on the part of faculty and student. The possibilities are unlimited. The potential powers challenge initiative, imagination and ideals.

There is no attempt here to present any suggestions or details of organization and administration. No absolute rules can be laid down for student participation in government. Progress must be gradual and carefully directed to apply to given situations and conditions. Local conditions, going back into the years, may prevent the installation of a proper plan. To superimpose a system is to destroy it at once. Conditions should be right, attitudes wholesome, the student body ready, and the faculty in sympathy, before the plan is launched.

Too much should not be expected at first. Note the history of nations, especially the advance of our own system of government. Student participation may never completely justify itself in any one set-up as an ideal system nor as a panacea for all school ills. Where there is need for order and efficiency too much emphasis cannot be laid on student responsibility. However, there are other things involved.

The idea of student participation is a process—a device. The educator sees it as a tool for furthering the cardinal principles of secondary education and not an end within itself. The student should be the chief thought.

The plan is a "DO" plan. There is actual participation. There are experiments enough to show that social efficiency can be best accomplished through participatory methods. And where there is wise
(Continued on Page 13)

Building Interest in Speech Contests

Bruno E. Jacob

"SO FEW students come out for debate, our principal suggests we drop it next year," complained the debate coach, also teacher of history, in a large urban high school.

"Is your school a member of the State Forensic Association?"

"No, just the Valley Conference."

"Do you determine a championship in that conference?"

"No, only three of the eight schools have debate teams."

"How many debates does that afford each student on your squad?"

"One, some of them two."

And that coach and principal wondered why so few students were interested in debate in their school! It has become customary to make interest comparisons on the basis of athletic sports, but what athletic activity could exist on such a program and maintain student interest?

Our horizons have become so expansive that there is no longer much interest in winning contests purely local in character. We have even passed the day when the county was a significant conquest; today ambition fixes immediately upon the state championship. The local and county rivalries are fought not so much for their own honor, but for the privilege of competing in the next round leading toward the state championship.

With this development has come a great expansion in student interest in the speech contests organized on the basis of a state association. Note that the widest participation in debate and oratory is evident in those states most thoroughly organized for the determination of state championships in several speech events. A few schools have carried on independent contest relations with apparent success, a success due, however, largely to the strong personality of the debate coach, or a traditional rivalry with a neighboring school motivating students to even old scores. How much more successful these influences might have been if compounded by the power of a state or national association must unfortunately remain a matter for conjecture.

Affiliation with and participation in every event sponsored by the state forensic association is logically the first step in building a continuing interest in speech contests.

It is however, an incomplete step in that it fails to make effective appeal to those students who cannot believe themselves potential state champions and are not willing to work for a lesser goal. Nor does it appeal to those who make their choices largely on the basis of immediate value to themselves. Reaching these large and potentially able groups of students in most cases makes the difference between full-spirited participation in speech contests or the less effective efforts of the faithful few. To bring out this larger group is still the great immediate problem of most directors of high school speech work.

In the college field national honorary forensic fraternities developed two decades ago and thru the award of their keys for merit have greatly expanded participation in speech activity. Their success naturally suggested the application of the same principles to the high school field and so was founded the National Forensic League, patterned after the college organizations, but carrying farther than any of them the interest-building possibilities of the honor society idea.

Basic, of course, is the concept of membership in a national organization. There is something in the nature of adolescent youth which echoes a responsive chord to the appeal of national recognition. Closely associated with it is the appeal of the membership insignia. The key is attractive in itself and carries a significance unattainable by a local high school pin. It has the prestige of a national award and carries that prestige with it when the student enters college.

The interest building value of this membership and the award of the national key lies in the fact that the average student can picture himself attaining to this honor. It becomes an objective definitely obtainable for stipulated performance within that student's ability. Winning a state championship is alluring, but most stu-

dents realize that their chances of winning such championship are indeed remote, and hence its power to motivate them to taking up speech activity is slight.

Membership in the National Forensic League is a goal any student can set for himself with the assurance that diligent effort and perservance will surely bring him to it. And so he is willing to start. His very first interscholastic contest gives him credit points acknowledged to him by memorandum from the national secretary, and as soon as ten points have been acquired his membership application may be submitted.

The League would justify its existence in commendable service if it went no farther than thus bringing students into speech activity. But that is only a beginning. Interest having been aroused the League exerts multiple forces to retain and intensify it. Unlike Alexander, none of its members need weep for lack of new fields to conquer.

Just beyond membership lies the Degree of Honor, more difficult to acquire than membership, but it offers alluring inducements. Holding the Degree entitles the member to an emerald in his key; it adds a distinctive bronze seal to his certificate and a similar seal to his name on the membership roll displayed in his school auditorium; he receives his personal copy of the monthly *NFL Bulletin* and the right to cast two votes instead of one in all League elections, local or national. The Degree has a practical significance. So the student who might otherwise drop speech effort after having experienced its novelty and attained membership in the national society, stays on and digs in with increased determination until he attains the Degree of Honor.

Still there is no chance to quit. The Degree of Excellence with a blue sapphire in his key, a silver seal on his certificate, and three votes is awarded for sixty points. Usually the end of the contest season interrupts its attainment, but with only a slight effort ahead there is no alternative but to continue speech work again next year to attain this degree. Before it is achieved, however, most members set as their goal the Degree of Distinction, the highest the League affords

and conveying a gold seal, four votes and a ruby for the key. It is a fixed objective which keeps many working two and three years of their high school terms in its pursuit, meanwhile acquiring the improved technique of expression which is of course, the real purpose of the National Forensic League.

Beyond the Degree of Distinction there is still the Decalet of Leaders—a list of the ten students holding the highest totals of credit points in the national organization—published in the monthly *League Bulletin*. The students in this position of leadership on May 1 are invited to participate in the National Speech Tournament in any contest of their choice.

Aside from these direct values to members, advanced degrees have real significance for the Chapter. Students who might affect disinterest in their own advancement in standing are encouraged to continue and to improve their forensic efforts so as to obtain degrees promoting the standing of their Chapter. At the close of each year there is published a list of Chapters and the number of members and degrees each has enrolled. It is cumulative from year to year and keen interest develops

among Chapters in their efforts to advance nearer the top or to pass the chapters immediately above them. It furnishes a long-range view of activity and it becomes a matter of school loyalty for members to do their best to advance their school in its position.

Similar reports for the League districts or states are made monthly and arouse corresponding effort on the part of the chapters to put their state in the lead or to see their own chapter designated as the leading one in the state.

In themselves these rivalries are of no value, but as successful speech contests are required to qualify for membership and degrees, they do stimulate forensic participation to new vigor and enthusiasm.

Whatever has been said about students applies in many ways to coaches as well. They receive one-tenth as many credit points as the students they coach and in that way qualify for membership and de-

(Continued on Page 39)

Bruno E. Jacob is secretary of the National Forensic League. His work in connection with that outstanding high school honor society places him in a position to speak with authority on this subject.

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School Assemblies

M. Channing Wagner

IN THE September number of this magazine I stressed the work of the assembly committee. May I call your attention again to the work of this committee. The success of your whole assembly program will depend to a large extent on the efficient service of this committee. If the work of the assembly committee in all of its contacts with pupils and faculty can result in a closer intelligent cooperation between the faculty and the student body, then all good things are possible in the assembly work of the school.

I have often suggested the plan of the faculty presenting an assembly program. In the faculty of most any school there is talent adapted to this type of program. A good program presented by teachers tends to increase the interest of both faculty and pupils in the assembly work of the school. Through the broader experience and better technique, standards are set up toward which pupils will strive. A faculty assembly tends to make teachers aware of the difficulties in presenting worthwhile and interesting programs.

It seems to me that it is an excellent plan to have a faculty meeting on this significant subject. The meeting could be in charge of the assembly committee. They would be able to bring to the attention of the faculty many of the problems connected with this work. After the aims and objectives of the assembly committee are presented, teachers could aid in determining the kinds of programs enjoyed by the school, in finding available material from the student body, in planning and staging worthwhile programs. The faculty can provide for wider participation; their privilege it is to evaluate the worth of the past programs in planning the new.

Someone has said: "The assembly is an extra curricular activity in which pupils and teachers participate for the unification and enrichment of school experience; it is recognized by the school as a means of training in that phase of democratic citizenship which has to do with mass instruction through public meetings." Thus

the assembly must be in every phase and method of procedure truly educative. It must set up ideals for the school and then stimulate the perfecting of these ideals. It must adapt the content of the programs and method of procedure to the need of the community.

Assembly programs fall under four or five types.

First—Civic enterprises dealing with general introduction of the school with its ideals and traditions, to new pupils; general student body activities as they appear on the school calendar: The newspaper, school magazine, year book, etc.; nomination, campaigning and final election of student body officers; exploration of clubs, presentation of awards and insignia; talks on school problems and policies, as occasions arise.

Second—Recreational type which consists of group singing, programs from orchestra, band, dramatic club, glee clubs, outside talent, and motion pictures dealing with the best in literature, art, music, and history.

Third—Information type which consists of pupil talks on vacation pursuits, or experiences; work of clubs; any notable class activities; faculty talks on some field of special interest; the work of worthwhile civic organizations by members of community; moving pictures dealing with manufacturing processes, exploration, scientific developments in so far as they are an outgrowth of or an introduction to class activities.

Fourth—Inspirational and cultural types which consist of opening day programs, special day programs, talks by principal, members of the faculty and outside speakers; and presentation of the best available artists from various fields.

The following suggestions if followed will be of great assistance to the assembly committee in planning and supervising assembly programs. These suggestions have been taken from various committee reports of the writer's class in extra curricular activities at Teachers College, Columbia University.

1. That the principal regard the as-

sembly as the most potent single influence for developing and maintaining the school morale.

2. That the assembly be conducted by a student organization with faculty adviser.

3. That participation be varied and general.

4. That the program be not for the glorification of a few but for united effort toward a common end.

5. That the program should have proportion and harmony, and be appropriate to time and place.

6. That the regular assembly never be used for disciplinary purposes. If necessary call a special assembly and make an impression as to the seriousness and importance of the issue.

7. That students be brought to realize that there are certain virtues inherent in a good audience.

8. That students be brought to realize this all the more keenly by knowing early that the role of performer will be theirs in due time.

9. That assembly programs be of such nature and so developed that the student body recognizes the activity as a sort of clearing house of the entire student life.

10. That pupils planning the program should be trained to recognize its aim.

11. That the assembly committee should recommend as sources of program material, museums, library, home, and community resources.

12. That the assembly be at least one place in the school that the students have contact with religious influence.

13. That students be made responsible not only for presentation of programs but also for initiation, guided selection and development of the material.

14. That the assembly be used to focus public opinion upon worthwhile activities.

15. That there be assembly programs presented by pupils and faculty.

16. That the assembly include contributions from outsiders only in so far as they are germane to school activities.

17. That the assembly programs as the ideal of achievement for the student

body maintain a standard of excellence.
ASSEMBLY PROGRAMS FOR THE MONTH OF OCTOBER

Let us now consider concrete assembly programs for the month of October. Two distinguished men of American life were born in this month, James Whitcomb Riley on October 7, and Theodore Roosevelt, the great American, on October 27. Two worthwhile programs may be given to commemorate the lives of this pair of distinguished Americans.

RILEY DAY PROGRAM

READINGS:

Our Hired Girl
Out to Old Aunt Mary's
The Raggedy Man
Little Orphant Annie
The Prayer Perfect
That Old Sweet Heart of Mine
Goodby, Jim, Take Keer Yourself
Poem on Death of James W. Riley—Edgar
A. Guest

M. Channing Wagner is assistant superintendent of schools of Wilmington, Delaware. His book, **Assembly Programs**, is a widely known and an immensely popular one. Arrangements have been made by which this outstanding authority on assemblies will give **School Activities** readers a complete outline of assembly programs each month.

A tableaux may be presented at the end of each reading. To guard against sameness they should be made humorous whenever possible. By using the central part of the stage and a dark curtain about five feet back of the front draw curtain, a background for tableau can be arranged.

The second week of October is especially suitable for historical assembly programs as the landing of Columbus in America is celebrated in most of the schools of America. This year is especially pertinent, in comparing the outstanding feat of General Balboa of Italy. He led, a few weeks ago, a mass formation of planes from Italy to the Century of Progress at Chicago, flying the Atlantic ocean both ways with the loss of only two planes and the lives of three of his large Armada. This topic may be made the occasion of an assembly program as woven into the Columbus Day program.

COLUMBUS DAY PROGRAM

March Invincible Eagle, Sousa
Italian Folk Songs Girls' Chorus
Duet Santa Lucia
Introductory Notes on the Life of Columbus A Pupil
Poem, Sail on, Sail on, Joachin Miller, A Pupil

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Playlet The Dream of Diego Columbus
 Eulogy on Columbus A Pupil
 America School and Orchestra

Many schools give an assembly program in the second week on Fire Prevention. This week is nationally set aside as Fire Prevention Week. For those schools observing this week with an assembly program it is suggested that they write to the National Board of Fire Underwriters, 76 William Street, New York City, for a free copy of a playlet, entitled "The Trial of Fire." In connection with this playlet a talk on Fire Prevention and explanation of the use of Fire Alarm Boxes may be given by the Chief of the Fire Department or some member of the Board of Public Safety.

One of the objectives of the assembly is the explanation of the subject matter of the school to the school. Longfellow in the story of the school master says, "There is something divine in the science of numbers. Like God, it holds the sea in the hollow of its hand. It measures the earth: it weighs the stars; it illumines the universe; it is law; it is order; it is beauty and yet we imagine that its highest end and culminating point is book-keeping by double entry. It is our way of teaching it that makes it so prosaic."

The following assembly program is suggested as a means of gripping pupils with this all-important subject of the school curriculum.

MATHEMATICS ASSEMBLY PROGRAM

1. Mystery of Numbers—Ancient belief: "God was acquainted with numbers for He made everything in numbers (pairs)."
2. Discussion—Mystic numbers—3, 7, 11, 12, and 666
3. The History of the Decimal Point and Zero
4. Mathematics and Music
 - (a) What men have contributed to mathematics and music.
 - (b) What Pythagores did for music.
 - (c) What ratio has to do with music.
5. Mathematical Pageant—Without mathematics where would we be?
6. Famous Mathematicians and their contributions:
 - Euclid
 - Plato
 - Newton
 - Descartes
 - Archemedes

Pythagores

Napier

Einstein, and others

7. Magic Squares and Magic Curves

There are many absorbing plays which can be used in a mathematics assembly if properly prepared and polished.

The other day I listened to a speaker before the Wilmington Rotary Club on the subject of "The Native Indian Tribes of Delaware." The convincing talk and material which he presented suggested an assembly program on this subject. Since we are celebrating Columbus Day during this month, it might also be in order to have a program on the American Indian.

INDIANS OF NORTH AMERICA

Song Indian Lullaby
 Dramatization Columbus meeting the Indians
 Origin and History of the American Indian
 Music "Indian Love Call"
 Speeches:

"How the Indians made glues and dyes"

"How the Indians tilled the soil and what crops they taught us to raise"

"Indian medicine and its influence on modern medicine"

Tribes of Indians—Pupil may tell about the tribe of Indians who formerly inhabited the region now occupied by the local community.

Picture Talk—A pupil presents drawing or illustration showing various aspects of Indian customs and manners of living.

Other Indian programs may well center around such topics as the following:

The Aztecs

The Cliff Dwellers

The Mayas (especially by someone who has visited the Mayan Temple at the Century of Progress.)

The anniversary of the birth of that great American, Theodore Roosevelt occurs on the twenty-seventh. It is more than fitting that each school give a place to an assembly program in honor of this great American who was so versatile and so human.

ROOSEVELT DAY PROGRAM

Boyhood Life of Theodore Roosevelt

Theodore Roosevelt and his experiences on the ranch in Northwest

Theodore Roosevelt—the Rough Rider in the Spanish-American War

Theodore Roosevelt—the President of the U. S.

Theodore Roosevelt—the Big Game Hunter

Theodore Roosevelt—the Naturalist

Theodore Roosevelt—the great American

Appropriate music numbers will add charm to this program.

BEING INTERNATIONAL

The teachers of youth in this great land of ours are constantly urged to inculcate in their pupils an appreciation, not only of our national virtues, but also of those of other nations and races. With this idea in mind we are suggesting that a timely assembly program may be offered on the topic of "The Contributions of the Italians to Our Complex American Life."

Why the Italians Came to America

History of Immigration

Why My Father Came to America, by a pupil of Italian parentage

Important Educators—Madame Montessori, Angelo Patri

The Italian contributions in the Realm of Music. Italian, the original language of music, church music, Italian opera.

Lives of Caruso and Galli Curci

Scene showing group of Italian peasants: Music of "Cavalleria," sextet from "Lucia"

Solo "O Sole Mio" by an Italian boy

May I stress again the necessity of evaluating each assembly program after it has been given so as to aid in future programs. I am suggesting that each school prepare a blank for a formal report of the committee on Assemblies. The following blank has been used successfully during the past three years in the secondary schools of the city of Wilmington.

WILMINGTON PUBLIC SCHOOLS

Department of Secondary Education

Report of Chairman of Committee on Assemblies
Name of Organization in charge of Assembly

Purpose of Assembly

Presiding Officer

Give Program

Notable accomplishments

Please check any of the following tests which you believe that the Assembly contributed:

1. Was it interesting to the pupils?
2. Did the pupils derive joy and pleasure out of the assembly?

3. Did the committee show an economy of time in the means and methods employed?

4. Were there real benefits accruing to pupils from the satisfaction of doing?

5. Did the assembly explore the curricular or extra-curricular activities of the school?

6. Did the program tend to promote the right kind of school spirit and morale?

7. Was the speech clear and audible in the most remote part of the auditorium?

Criticisms:

Suggestions:

Chairman Assembly Programs

Why should every school have assembly programs each week? Let us answer it in terms of the meaning of the assembly as given by the Francis Parker School. "The assembly is the family altar of the school to which each pupil and teacher brings his or her offerings; a place where all cooperate for the pleasure and well-being of the whole; where all bring their best and choicest experiences in the most attractive form at their command; a place which summarizes and illustrates the social attitudes and daily inter-relationships of principal, faculty, and pupils."

It is natural that school budgets should be scrutinized more carefully in these times than when money is more easily obtained. The relative importance of the different subjects in the school curriculum will be studied with the view of making both the time allotment and the budget correspond with the demands of modern life. In this adjustment, the development of the child, the needs of his emotional nature, and the proper use of leisure become most important. In music fortunately is found the activity which definitely supplies these needs. I look to the schools to see that the work of teaching music is carried on with a high standard for the endless benefit and betterment of the boys and girls of this country.—Walter Damrosch.

Education does not mean teaching people what they do not know. It means teaching them to behave as they do not behave. It is teaching youth the shapes of letters and the tricks of numbers and then leaving them to turn their arithmetic into roguery, and their literature into lust.—John Ruskin.

Analyzing the Debate Subject

Harold E. Gibson

RESOLVED: That the United States should adopt the essential features of the British system of radio control and operation.

THE FIRST essential move for the debator, be he a beginner or a veteran, is to analyze the subject and find out exactly what will be the limitations on both the affirmative and the negative as determined by the question. The question may have a very wide scope of meaning or it may be very limited, and a thorough study at the outset will enable the student to avoid a great waste of time in the preparation of arguments not included in the wording of the question, and save much embarrassment in the actual debate which comes from overlooking some possibility of a different method of approach to the question. When we read over the question the actual intent of its framers comes to us at once, but this does not mean that we understand all of the intricacies and tricks that may develop on further scrutiny.

Let us examine this question, term by term, with all possible interpretations.

THAT THE UNITED STATES: This term means the federal government of the United States. It may mean the actual government, or some agency created by the federal government. It cannot be construed to mean the governments of the several states of the United States acting separately. There are several reasons why this cannot mean the states. First, the radio laws of this country give the control of radio to the federal government, and second, the debate question states that the newly adopted plan shall have the essential features of the British system, which is a nationalized plan, and not one for regions or states.

SHOULD ADOPT: This statement means that steps should be taken for the adoption of the essential features of the plan. It calls for this adoption within a reasonable length of time. Although it might help in winning debates to take the stand that the essential features of the British system should be adopted when we get out of the depression and the government has the money to finance the project, that is evading the question. The term means

that immediate steps toward the adoption should be taken.

ESSENTIAL FEATURES: The term essential features may be interpreted differently by the affirmative and the negative. Both sides have a perfect right to state what they consider the essential features. The British system includes many features not found in the American system of control. Whether or not the features not found in the American system are essential features of the British plan will have to be determined in the actual debate by the ability of the debaters.

THE UNITED STATES SHOULD ADOPT: This means that we should supplant the present American system of control, where it conflicts with the British system (with the system in use in that country).

BRITISH SYSTEM OF RADIO CONTROL AND OPERATION: By this we mean the plan used in Great Britain. The question does not state that we must take it to the letter, but the affirmative must prove that we should adopt the essential features.

To begin with, the British system of radio is a publicly owned and operated system. The present British Broadcasting Corporation was organized in 1926. It started operations on January 1, 1927 as a single radio service for the entire country, in an effort to save England from the chaos that confronted the American radio at that time. (Late in 1926 in America it was decided that no one had authority to determine wave lengths. For a short time the American radio was in a state of great confusion.)

The British Broadcasting Corporation levied a tax of 10 s. (\$2.50) on all receiving sets. Collections were made through the post office department. For the service of collecting the post office is paid 12½% of the gross fees collected. The B. B. C. then receives the remainder of the fees on the following schedule: 90% of the net revenue from the first million licenses; 80% from the second million; 70% of the third million; 60% of the fourth million; and 50% of the fifth

million. The difference between the amount collected and the amount turned over to the B. B. C. is retained by the government.

In 1933 it was estimated that Britain had five million sets. When the collection fee and the amount retained by the government are deducted the B. B. C. gets something in excess of 61% of the license fee with which to operate their broadcasting industry. That is, of the \$2.50 collected the B. B. C. actually gets \$1.52½.

A committee of governors is appointed to have full and final responsibility over the system. Although the board of governors has the final authority, the administration of the system is delegated to the Director General, who in turn delegates power to the heads of the departments of administration, finance, engineering, information, publications, and programs.

With the great exception of government control only one department in Britain differs materially from the systems in America. This is the program department. It is in this department that the great troubles of the system are met and solved. In this department the programs originate and are completed. The programs are arranged long ahead of time by competent experts in much the same manner as educators in this country arrange courses of study for schools. They even go further and spend much time in developing the best methods of presentation. All speakers are given lessons in microphone technique. All programs are arranged by experts. In this country we have not developed this system of allowing experts to arrange programs.

An essential feature of the program committee is the "talks program" which includes three distinct elements. They are: (1) the general talks, which include reviews of current books, plays and discoveries. These talks are given in the morning and in the early afternoon. They come on again from 6:30 to 7:05 in the evening, and later in the evening at 9:20 p. m. These late talks often include debates, reading of poetry and regional talks. The regional talks could be compared to our programs given for a certain section of our country or for a given state. (2) the adult education series is given at 7:30 every evening and on Sunday afternoon. (3) the broadcasts to schools are given on five afternoons each week.

The arrangement of these school broadcasts necessitates a great amount of cooperation between representatives of the schools and the B. B. C. The officers of the B. B. C. act with the School Broadcasting Council in preparing the school programs. To date this system of cooperation has not been perfected. The curriculum for the school broadcasts is worked out in great detail by the committee and its sub-committees. When the curriculum is completed the B. B. C. takes over the task of training the people to present the material so that it will be presented in the best manner possible.

A list of the topics in the educational program for the winter season, September, December, 1932 revealed the following topics, "Art In Ancient Life," "Our Debt to the Past," "Our Neighbors: Today and Yesterday," "The Worker in Industry," "The Art of Reading," "The Law of the Land," "How the Mind Works," "Christ in the Changing World," and "Science in the Making."

The adult education movement has been made possible through the cooperation of the British Institute of Adult Education, and the B. B. C. Although adult education is considered as a by-product of all British Broadcasts, more specific attempts are made at adult education at 7:30 each evening and on Sunday afternoons.

QUESTIONS ON THE SUBJECT

What are the listeners' fees? A listener's fee is a tax collected from the owner of a radio receiving set. The amount of the fee is \$2.00 in Canada; \$2.50 in England and Sweden; \$4 in Italy and \$6 in Germany.

Does the question imply that the fee should be the same as in England? The amount of the fee is not an essential feature of the plan. The amount of this fee may vary as the needs of the country necessitate. The affirmative might even attempt to eliminate the listeners' fee and have the radio broadcasting paid by general taxation. Any attempt on the part of the affirmative to make listeners' fee so small that it is insignificant is evading the question, unless they are able to prove that this small fee will pay expenses.

How will the listeners' fees be collected? The method of collecting the fees is not an essential feature. The affirmative may propose any method that they think is the best. In most of the European

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countries using this plan the fee is collected by the post office department.

Where does the money from the fees go? In England the fee is divided with 39% going to the post office department and the government, and 61% going to support radio broadcasting. The negative team will probably maintain that this fee going to support radio broadcasting. The negative team will probably maintain that this fee going to the government is an essential feature.

Is there any organized opposition to the adoption of this system of control in the United States? For a long time there have been growing in this country organizations to hinder the development of government ownership of any business. The broadcasters are organized to hinder the development of the British system in this country. Among the listeners' there seems to be a great amount of satisfaction in the present system, and they might soon develop an organization to keep the development of the British system from spreading into this country. The various bodies for the reduction of taxation would immediately resent any plan to increase taxes.

Could the affirmative propose all of the features of the English plan, but have the broadcasting expenses paid by general taxation? The affirmative could make an attempt at this, but they must first prove that the listeners' fee is not an essential feature of the British plan. The affirmative will also be proposing additional taxation by such a plan.

Would the practical abolition of political speeches from the radio be considered as an essential feature of the plan? If we wish to keep our radio free from graft and political corruption this seems necessary under government operation and control. If the affirmative can show that graft and corruption will not enter in it will not have to include this as an essential feature.

Would the adoption of the British system make any technical changes in radio? It would make construction changes necessary in all new sets, and the addition of coils to all existing sets. New wavelengths would have to be allotted for the school broadcasts.

What is the American plan of radio control? By the American plan of radio control the program is donated to the public. In return for this donation the donor ex-

pects to receive some benefit from the radio audience. This benefit may come in the form of purchasing the products of the advertiser giving the program, voting for the person giving the program or any one of many methods of giving favors.

In this discussion the different aspects of the debate subject have been discussed. When the debater has studied and mastered these terms of the subject he is ready to begin the more important work of organizing his case.

This is the second of a series of debate articles by Mr. Gibson. A third will appear next month.

(Continued from Page 4)

STUDENT GOVERNMENT AND THE NEW DEAL

leadership, much value should result. "The invisible teacher" is an effective way to express this type of leadership. The ability of the teacher to have complete control and yet remain in the background largely determines successful advising. Actual results can be measured, in time, by the kind of citizens the school is turning out.

And the prophecy is frankly expressed that student participation can and will aid in preparing the student for better fulfilling the cardinal objectives of education and enhancing the possibilities for future adaption to wholesome citizenship.

NOTE—For those who desire to become familiar with practical materials on promoting a program of student participation the writer suggests the following:

Vineyard and Poole—*Student Participation in School Government*—The Extra Curricular Library.

Roemer and Allen—*Extra Curricular Activities*—Chapter VI.

H. C. McKown—*Extra Curricular Activities*—Chapters IV and XI and XII.

E. K. Fretwell—*Extra Curricular Activities in Secondary Schools*—Chapters IV and VIII.

E. H. Wilds—*Extra Curricular Activities*—Chapter IX.

R. H. Jordon—*Extra Class Room Activities*—Chapter VII and Appendix.

Paul W. Terry—*Supervising Extra Curricular Activities*—Chapters VI, VII, VIII and IX.

H. D. Meyer—*Handbook of Extra Curricular Activities*—Chapter X.

The Hi-Y in the High School

C. R. Gilbert

MUCH HAS been written and said about the relationship between the school authorities and the Hi-Y Club and its sponsors; but the most vital point in the writer's opinion in Hi-Y—School relationship is: Shall the club be a club made up of all the boys of the high school or a club whose members are high school boys?

I know of a small high school in a middle-western state which organized a Hi-Y club, mainly under the skilful pressure of the county secretary. The principal's appointed supervisor of this club was the coach, whose experience, knowledge and interest were problematical and undetermined. The boys were called together, and after very little discussion and no reflection, the club was organized.

Election of officers was held with no preliminary comment concerning the qualifications needed for the holders of each office. The result: the star football player became the club's president. The final result was a club which was lifeless and uninfluential. The only requirement for membership was twenty-five cents in dues.

The second year I sponsored a Hi-Y club I began to get visions about expansion. I sincerely felt that we could render a greater service by increasing the membership. A drive for members was held, the outcome of which was a club of fifty members built up from a nucleus of only thirteen old members from the year before.

That year the club had an unusually capable president and an efficient cabinet, and the year was a decided success. The harvest was reaped the next year. The club had some excellent cabinet members but the leadership as a whole was inferior to the year before. It was then we saw our folly. Those hastily accepted members were all too ready to receive the good things the club had to offer but they were unwilling to render unselfish service.

On the wall of a village church I once saw a placard which read: "What kind of a Church would this be if all members were like you?" By continuing this line of thought this adage comes to mind: No

club or organization can permanently rise above the quality of its membership.

The reader is likely to challenge me to also tell what should be done. Very well. If a demand for a Hi-Y club comes from a few boys you have the ideal situation. Yes, that is possible. For a new boy in your school will quite frequently have come from a high school which has at least one successful Hi-Y club. This boy will have the usual high school boy urge for fellowship. He will want the fellowship of boys who live Hi-Y ideals. He talks to his pals and friends about Hi-Y.

If the above situation is evident, don't make the mistake of calling together all the boys of the school. Instead take those boys who have manifested an interest, be it only a half dozen, and get to work. If they have Hi-Y ideals stamped in them, they will attract others, for it takes a better boy to live clean and upright than it does to live otherwise.

If there is no declared interest in Hi-Y in a high school, it is (with possible exceptions) due to the fact that nothing is known of the organization. An interested adult with some leadership ability with boys is a first essential. The next step is private discussions with boys who are already living upright lives. Keep away from any athlete who lacks character, the school politician, and the too popular fellow. Search out those fellows who are more known for their works and dependability and less for their excuses for failure.

After the private discussions, a number of small group discussions should soon follow. These will result in some additions and some subtractions from the group. Those who are left will be the foundation of the club.

Now is the time for the "out-of-town" secretary. Too many times this little band surrenders at this point to the American worship for "bigness" in inviting all the boys of the school in to hear their guest, the secretary. Then too often the secretary and the little band both surrender and everybody joins the club. By the next spring the meeting has been forgotten and too often the club is lifeless and a failure.

It is wise to have the secretary speak before the school assembly, but also have him speak to the little group that has shown real and not artificially stimulated interest. Organize the little band only and you have a firm foundation.

Guide this small, dynamic organization in the planning and execution of a well-designed and worthwhile program of service and accomplishment. See that their plans and achievements receive judicious publicity. If this plan is followed, the club will be surprised at the number of boys who will desire membership.

Formerly when boys asked to join the club, I gave them a petition to fill out, and the cabinet passed upon it. Now they fill out an application for petition first. Both the cabinet and myself investigate them thoroughly. If the cabinet votes favorably on their application, I talk to them myself. After that they take the petition and complete it. This method causes the club fewer regrets. Yes, the club receives all the applications for membership that it wants.

Hi-Y clubs sometimes make the mistake of admitting members to reform them. Fred came to me one fall and asked to join the Hi-Y club. The year before he had been a problem case, having been suspended from school three times. Consultation with members of the cabinet revealed that Fred had repented his errors and wanted to live the game of life according

to the rules. I said to Fred, "We don't want Fred Thomas of last year and the club won't have him."

Fred quietly replied, "I'm not Fred Thomas of last year." The boy became a member and the club has had no regrets. Never again did he cause the school authorities any trouble.

Note two things: First. Hi-Y boys influenced that boy by their living and not by preaching; and second, the club didn't accept him as a member until he had himself shown a change of heart. Admitting members to reform them may work in individual cases, but as a policy it has landed many an excellent club on the rocks.

Hi-Y is ideally adapted to improving the fellow who is already dependable, ambitious and upright. Many sermons have been preached on the Prodigal Son's return; but I have yet to hear one on what he might have been if he had never gone away. I've heard school teachers boast about their few successfully reformed problem cases, forgetting their many failures; but seldom do I hear much concern about those fellows who are already clean and upright. They need strengthening and encouraging by fellowship together.

This is the second of a series of articles on Hi-Y, by C. R. Gilbert, who is sponsor of Hi-Y clubs, Bartlesville, Oklahoma. Another article of the series will be given next month.

Fire Drill is a Cooperative Project

C. W. Ricksecker

JUST ONE more of those routine matters required by statute and almost universally approved as necessary in school management sums up the quite general status of the fire drill as an activity of the high school. A weekly, bi-weekly, or monthly alarm of the fire gong or siren that is one step in a cooperative project involving student participation and judgment may not be very prevalent in school administration. With Fire Prevention day coming in October, now is a convenient time to consider how it can be made meaningful in our schools.

The financial losses from fire in this

country are appalling. Recent figures put the total at about a half billion dollars annually. It is claimed that ninety per cent of all fires are preventable for they are due to carelessness. Insurance may mark the difference between protection and destitution, yet in every American home there are treasured possessions whose worth cannot be computed in terms of money and whose subjective values can seldom be replaced.

In addition to the property loss a far more tragic one is the loss in our country of thousands of lives annually. Property damage is only a money loss and an inconvenience, but a life lost can never be re-

placed. Death from fire averaging one human being each half hour, often a woman or child, has resulted in campaigns known as "Safety Weeks," "Fire Prevention Weeks," and "Fireless Days."

In order that campaigns such as these will have the proper outcomes, it is essential that many individuals participate in them. Fire drills have been instituted in order to fix through participation in a mock situation those habits of conduct that will function in the same manner in a real emergency. In the public schools the regular drills often become a matter of mere routine. Hence, it is desirable that students share with the administration in the management and supervision of such activities. Any scheme that will bring about an efficient fire drill with pupil activity calls for the proper set-up, publicity and training, actual performance, and finally the appraisal.

First of all, a fire drill must be so planned that the time required for exit be as brief as possible. To effect this, the course to be followed by each room needs to be charted. The making of the master diagram falls to the mechanical drawing department. Such a drawing must show how each line of children passes from a classroom through the halls and hall exits or through special fire doors, and the path taken on the outside of the building. No two courses may intersect each other; no course should be longer than safety demands. This feature of the project is largely for administrative record.

To inform every member of the faculty concerning the fire drill project a printed description is best. This should show definitely how pupils shall leave each room, what turns they shall make, and what their final position is to be. The printing department may function in this work.

Many schools place placards above classroom doors as an aid in directing students in a hasty and orderly exit. The art department is called on for this part of the project. It has also been found helpful to paint numbers of rooms on outside paving, walks, and drives, indicating at the same time with arrows the course on which to continue or with cross lines the terminal for each group of pupils. The painting can be done by the boys in the manual training department.

After the set up has been completed, adequate publicity and training should follow. On "Freshman Afternoon" before

the opening of school, at assembly, and at home room time, students may be given instructions in safety first measures and on the necessity for full-hearted cooperation in making the fire drill as effective as possible. Speed alone in emptying a public building is not sufficient. There must be orderly conduct. Beauty of achievement is as desirable a by-product here as in all other school work. Practice in groups, if this be deemed advisable, will make supervision to an extent unnecessary when the general alarm sounds. In buildings of a few hundred pupils the problems accompanying the fire drill are insignificant. When the enrollment in a building runs into the thousands, definiteness is essential.

STUDENT INSPECTION

To know that a room report to the principal is to be made by a student inspector is a strong incentive for pupils and teachers to do their best in a fire drill. Prior to the sounding of the gong, the principal calls out of the school, preferably from the study hall, as many students as there are class rooms in the building. These students are told they are to be inspectors, one to a room, and with proper instructions each is given a slip with which to make a report in appraisal of the manner the room to which he is assigned performs. Following the drill, which can be timed by any of the staff officers, the inspectors return from their terminal positions with their slips. The principal may, if he so desires, have a secretary tabulate the replies to the questions on the inspection blank.

A copy of the student's mimeographed blank for inspection is given:

Report of Student Inspector of Fire Drill
Chaney School, Youngstown, Ohio
Report on Room _____ at fire drill on _____, 193 ____. *Students of the room arrived at the terminal. Yes ____ No ____.*
The line was quiet and orderly ____.
Noisy ____. *Students made a straight line. Yes ____ No ____.* *Students were too far apart ____.* *Close with neat appearance ____.* *Students came into place in single file. Yes ____ No ____.* *The teacher was with the students. Yes ____ No ____.* *The speed was proper ____.* *Too slow ____.* *Too fast ____.*
Inspector _____

In appraisal one may say that such a drill used several times a year has proven successful. The inspectors are changed

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about continually so that no room is repeatedly at the mercy of one who might be inefficient. The judgment necessary on the part of student inspectors has a value such as comes from participation in any school activity. It should be a small step for those who participate in the responsibility of a fire drill to assume responsibility also in the detecting of fire hazards outside the school with the intention of aiding in their elimination. From administrative angles such a co-operative enterprise has merit, for scores of

young people are aiding in doing what one or two supervisors cannot do alone. They do put "drill" into "fire drill." The test of such a scheme in the final analysis—after students and faculty have worked together in the initial set-up and in the publicity and training period—is how well the fire drill can be conducted when no inspectors and supervisors are checking on the group.

Mr. Ricksecker is principal of Chaney School, Youngstown, Ohio.

Who's Who in Extra Curricular Activities

HARRY C. McKOWN—When schoolmen all over the United States think "extra curricular," they are more than likely to think "Harry C. McKown" in the next moment. For his interest, his efforts and his influence are intricately interwoven with the "activities" approach to the school problem.

Let's look through a few pages of personal history, to discern how Dr. McKown happened to "go extra curricular!"

An Illinoisian by birth, he took his B. S. at Knox College in 1913, his M. A. at University of Illinois in 1917; and close on the heels of war service, he completed a Master's at Columbia University in '22, and a Ph. D. in 1923. Besides this training, he attended summer sessions in the Universities of Chicago and Iowa.

Dr. McKown taught in Chicago, Ottumwa and New York City, before accepting in 1923 his present position as professor of secondary education in the University of Pittsburgh.

An early interest in boys' problems found expression when in 1913-15 Harry McKown was in Y. M. C. A. secretarial work at Hyde Park, Chicago; and in 1915-16 at Galesburg.

So many honors have come to this educator from the prairie state of Illinois, that complete enumeration is impossible. His Ph. D. dissertation on college entrance requirements was published by the government. Three books, "Extracurricular Activities" (1927), "School Clubs"

(1929) and "Assembly and Auditorium Activities" (1930) were selected by A. L. A. as among the "Sixty Best Educational Books" for their respective years. More than six hundred volumes are considered each year for these lists; and two of McKown's rated among the "twenty best."

In the decade just closed, Dr. McKown has contributed more than fifty articles for educational journals; and besides eight published books, he has "Adventures in Thrift" and "Home Room Guidance" still in press.

Phi Delta Kappa, Kappa Delta Pi and Kappa Delta Psi all list Dr. McKown for membership; he is president of the National Conference of Student Participation in School Government, and a committeeman of the National Student Forum on the Paris Pact. Also in 1918 he became honor graduate of the Austin (Texas) School of Military Aeronautics.

As a hangover from his days as First Lieutenant in the Air Service, this educator flies his own plane to extension classes and speaking engagements. That the plane does not rust out from disuse is evident from the schedule of addresses—more than one thousand in all parts of the country in the past ten years—including two hundred and five commencement talks!

Mrs. McKown was Ruth Irene Hord (M. A. Columbia, 1925) and the McKowns have one young daughter.

One would conclude, with his versatility of extra curricular interests, that Dr. McKown has scores of hobbies; he confesses to just three personal ones: fancy handkerchiefs, aviation, and old cemeteries!

"I should not want to teach in a school that had only extra curricular activities, any more than I should like to teach in one that had none," he admits. Yet he does stress these as highly important.

"The average curriculum gives students an odd assortment of facts and fragments that are of no or little direct use, and the getting of which sours him for further education along those particular lines. The average pupil will never use his Latin, algebra, geometry, and little of his English and social science. He will, however, live in physical, social and spiritual relationships every day as long as he lives; and the average school curriculum provides little or nothing for his living in these. Extracurricular activities offer him a real-life, natural, and present situation in which to LIVE by actually practicing; and—just as important—prepares him to live in the future, by training him to live now in situations that closely resemble those in which he as an adult will find himself. This field does not emphasize the mental as much as the curricular does: but it emphasizes the three other equally important phases which the reg-

ular curricular neglects almost entirely."

Dr. McKown believes that we can train teacher-leaders for this field by means of courses in teacher-training institutions, books, addresses, conferences, faculty meetings, visits, investigations, surveys, radio, and magazine articles. But, he feels, a basic change must be made in the average teacher's mind as to what constitutes education, and as to what the main purpose of the school is. The school has no business trying to make scholars of every one. A community is composed of citizens, not scholars. The community has a right to expect that its educational institution shall perpetuate and improve the community standard, not by scholarship, but by complete living. The good scholar is not necessarily a good citizen, any more than the good citizen is necessarily a scholar. Until teachers, administrators and the patrons realize this, the school will continue to be an inefficient "scholarship factory" whose main job will continue to be the passing on of a lot of useless and soon-forgotten fragments of facts.

"Pupils are prepared for living in a static world," concludes Dr. McKown. "if they are given plenty of opportunity to use their own talents and abilities. Nor must they be expected to develop instantly into social democrats! We must be sympathetic with errors, and wonderfully patient."—A. G.

Sliced Bread

Faye L. Mitchell

A Play in One Act

Characters

ALICE MARTIN, a bride
HARRY MARTIN, her husband
BILLY ABBOTT, her brother
MRS. ABBOTT, her grandmother
SUSAN DALE, a high school girl
JACK AND MARY DEAN, friends of the Martins

Time—the present

Place—a western city

The scene is laid in the Martin's modern living room. There are evidences that

the former furniture has been pushed aside. The draperies and pictures are inconsistent with the plain kitchen furniture which now occupies a prominent place in the room. An oblong table is in the front of the room near the fireplace. Directly back of it against the wall is an unpainted "dresser" on a smaller table. On the shelves of the dresser are tin plates and cups; heavy plates, bowls and mugs. An overstuffed lounge is against the wall, right. Over its back is a pieced quilt and

in front of it is a small pine table covered with a red and white checked cloth. A bookcase is by the fireplace. There are unpainted chairs around and one old-fashioned rocker. A rough bench is at the foot of the lounge. There are plain paraffin candles on the mantel, and at other places around the room where they can be placed. They furnish the light.

(As the curtain rises we find Alice Martin working busily at the oblong table. She is stirring something in a large mixing bowl. Potatoes, onions, and carrots are on the table, peeled and ready for cooking.)

ALICE (whistling as she gives the mixture in the bowl a final stir). There, that's ready for the pan. I wonder how the meat is coming on. (Goes to the fireplace and lifts out a large Dutch oven. She puts it on the table and sniffs as she takes the cover off and the steam comes out.) M'mmm! I'll have to admit that smells good. (taking a large fork and turning the meat over in the oven) It's tender too—in go the vegetables. (Pours the vegetables in and then puts the kettle on the fire again.)

(Harry Martin enters.)

HARRY (stopping at the door and looking around). What in the dickens are you staging, Alice? Is this home-coming week for the pioneers?

ALICE (running across the room and kissing him). Harry! How sweet of you! Does it really look like that? Then I'm succeeding in getting my (waving her arms around) atmosphere!

HARRY (sniffing). I'll say you have the atmosphere all right. I wish that someone would bet me that you aren't cooking onions in the fireplace; that would be easy money. (Striking a threatening pose.) Your lord and master demands an explanation!

ALICE (going over to the large table). Now just be patient a minute. I'm putting the cornbread on to cook. (Pouring the mixture she has made in the bowl into a large iron kettle which she takes from the fireplace. She puts a lid on the kettle and replaces it in the fireplace.) Now, just a few coals on top. (Reaching into the fireplace with the shovel.) Am I glad, I ask you, that I learned out door cooking on our hikes? One never knows when an education may be of use.

HARRY (He has been standing in a pose of mock resignation.) Look for a moment

on Patient Griselda's lineal descendant!

ALICE (leading him toward the lounge.) Silly! Sit down and I'll explain it all.

(They both sit on the lounge.)

HARRY (smoothing the quilt). Isn't this the quilt that Grandmother Abbott brought you this week?

ALICE. Yes, that's bright of you to remember. And I'm glad that you are feeling bright for I need you to help me in this conspiracy against Grandmother.

HARRY. Conspiracy! Oh come now, I like the old lady. Of course that sage tea that I took last night for a cold that I didn't have but might catch some day—(making a face.)

ALICE. Exactly! I like her too, but you must remember that you have her just in the evenings, while I have her and sage tea, or its equivalent, all day long.

HARRY. Well, well, don't get fussed! Let me hear your tale of woe and then give me my cue if I come in on the scene.

ALICE. Yes, you have a part all right and I'll have to hurry and tell you all about it for Grandmother and Billy may be here any minute. (Rising.) I'll set the table while we talk. (Getting dishes and silverware she sets the table by the lounge for five people.)

HARRY. Where did they go?

ALICE. Out to the Stadium to see the football game. Grandmother made the excuse that while Bill had to be in town to see the dentist he might as well go to whatever was going on. But I heard her tell Bill to phone to the dentist and change the appointment when she happened to see the notice of the game in the paper!

HARRY. Good for the old girl! Why the peeve? Couldn't you go?

ALICE (waving a dish at him). Please be still—or be—be more sympathetic!

HARRY (repentantly). Why, honey, I was just joshing! I'll listen—and you know I think it's all right if you did.

ALICE (standing across the table). Well, I don't mean to be cross, but the climax came just before lunch today. Grandmother has been talking ever since she came about what's the matter with the world. There are too many things done for us. All we think about is having a good time. We don't have enough work to do—and so on and on. (Shaking her finger at Harry and evidently mimicking her grandmother.) 'I tell you, my dear, we ought to go back to fundamentals!'

HARRY (*laughing*). Say, that's good. So this—(*gesturing*) is your idea of fundamentals?

ALICE. Partly. And it's not so funny either. You just straighten out your face and look like your ancestor in the Mayflower. Get your mind on infant damnation and future punishment.

HARRY (*laughing still more*). Well, if you don't want me to laugh, stop being funny.

ALICE (*seriously*). I was getting fed up on being lectured, but I thought I could stand it until the old lady went native this noon.

HARRY. What was the immediate cause, as one would say in speaking of war?

ALICE. You know she likes to help me, and she really does do a lot of things for me. So I asked her to fix some sandwiches for lunch—we were having a kitchen picnic at noon. She started to open a loaf of bread and didn't realize that it was sliced. So out the slices rolled all over the floor. And Billy laughed. Then she began—and how she can talk! She has all of Shakespeare's vocabulary—and more too. (*Taking her grandmother's tone.*) 'Women are getting so lazy they can't even slice their own bread. They buy piecrust ready to roll out. Hams come ready baked in tins. A little honest work would be good for them.' And so on to the end of the chapter. According to Grandmother our brains will soon be atrophied for lack of use.

HARRY (*thoughtfully*). Well, you know there may be just a hint of truth in that.

ALICE (*impatiently*). Now don't you go off on that tangent. Of course, there's a hint of truth, but not a set of twenty volumes. At the end of her tirade, Grandmother said that if we would go back to living as people did a hundred years ago that a great many troubles would straighten out. People would have to work more and they wouldn't have so much time for mischief, and everyone would be happy.

HARRY (*a bit disturbed*). Well, now listen. There's no use in going to extremes. You don't seriously mean that we are going back to candles and to cooking on the fireplace? Not for always?

ALICE. Grandmother is going to be here just two more days. We'll live this way until she goes unless she asks us to change. Now you scoot down and pull the switch so the electricity will be shut off. I gave Susan Dale my ticket to the ball game and she is coming for dinner—no, I mean a

plain supper—with the others. Then you know Saturday evening is always open house for us, and there is no telling who may come in. We must get the stage set ready.

HARRY. I'll see if anything has gone wrong with the furnace. It seems a little cool in here to me. (*Starting to leave.*) I mean the temperature of course!

ALICE (*calling after him.*) Don't touch the furnace! I have the gas shut off so it isn't burning. We didn't have furnaces one hundred years ago, and we don't now—as far as we are concerned!

HARRY (*whistling*). Whew! You are doing the thing up brown, aren't you? (*Leaves, laughing.*)

ALICE. I'll light the candles. (*She goes around the room, lighting the candles. Goes over to the fireplace and looks at the cooking.*) Now, let me see—is everything ready? Meat, vegetables, cornbread—oh yes, I must get out some of that apple-butter that Grandmother brought. (*Going over to the dresser she takes some from a jar and puts it in a dish which she sets on the table.*) Ready for the curtain. (*The lights go out.*) Where is the audience? (*Harry is heard whistling off stage.*)

HARRY (*enters excitedly*). Are you ready? I saw them coming!

ALICE. All ready—remember, be serious! You are you own Pilgrim Father! (*Voices are heard outside. Grandmother Abbott, an erect, elderly lady of sixty enters followed by Susan and Billy.*)

GRANDMOTHER. How cozy you look! (*Sniffing.*) And I do like the smell of supper—dinner I mean—. Do we eat in here?

SUSAN (*enthusiastically*). Oh yes, here's the little table all set. Doesn't it look sweet? I call this jolly!

ALICE (*very sedately*). I think it is a good idea for people to live very simply. Our life these days is getting too complex. (*No one listens to her platitudes for all are busy. Billy and Susan are looking around the room and at each other. Harry stands at the back trying to look serious. Alice investigates the cooking in the fireplace. Grandmother has seated herself on the lounge.*)

GRANDMOTHER. You have fixed things attractively in here, though I must say I can't see the need of the kitchen table. And are you actually cooking in the fireplace?

ALICE. Well, it seems to me—

SUSAN (*interrupting*). Don't you see? That's part of Alice's cleverness. Some one else might have thought of having this little table here and cooking in the fireplace; but to have a real colonial kitchen—

BILLY (*interrupting*). With an over-stuffed lounge and a radio!

SUSAN. You would crab! She couldn't build the house over, could she? But look at that dresser with the tin pans that look like pewter! Alice always has the niftiest ideas. She has started more fads since she came—

ALICE (*interrupting*). But I'm not trying to start a style—

SUSAN. Tell me! If you do something different, it will be a fad whether you plan it that way or not.

BILLY. Well, it's more sensible than a lot of things I've known you to do before this. Say, the home team won today, 12-7.

GRANDMOTHER. For a change, this arrangement of furniture is quite interesting. Did you listen to the game over the radio, Alice?

ALICE. No, I think such things are

really—

GRANDMOTHER (*interrupting*). Of course, I didn't understand it all, but there was one play that certainly got me excited. Of course we were anxious for Sue's team to win; and here they were, fourth down and five to go. (*She waves her arms excitedly.*) They got into—what do you say?—punt formation, and, well—they kicked, but the other side—(*She stops as she sees that Alice and Harry are evidently not listening.*) Aren't you interested in hearing about it?

HARRY (*sternly*). After all, football is a waste of time it seems to me. There's no exercise in it for the thousands who watch just a few people prancing around.

BILLY (*astonished*). For the love of Mike! (*Looking at Susan in astonishment.*) This is my quarterback brother-in-law!

ALICE (*primly*). Even if it could be defended in ordinary times, just now when there are so many problems which should be solved I can't see how people can be concerned with such trivial things. (*Growing oratorical.*) That is probably

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why the world is in the state it is, people who should worry about the problems around them are concerned only with their own pleasure—

BILLY (*interrupting rudely*). Hire a hall!

SUSAN. Have you joined some new club, Alice?

GRANDMOTHER (*rather confused*). Well, since you put it that way, I think you may be right. By the way, if dinner isn't quite ready I wonder if I could have the electric lights on for awhile? I think I'll read *Good Earth*; I was just getting to an exciting place.

ALICE. Oh, I took that back to Mrs. Anderson this afternoon. I didn't suppose you wanted to finish it. You said, you know, that you didn't care for it; that there was no use putting so much dirt in it even if the author did call it *Good Earth*.

GRANDMOTHER (*laughs embarrassedly*). Oh you mustn't mind my fussing around a bit. I really planned to finish the book, but of course if you have returned it—

ALICE. Anyway, we aren't using electric lights now. But I have a copy of Pilgrims' Progress in large type that I think you could see to read by candle light. I'll get it. (*Starting to door.*)

(*Billy shakes his head perplexedly.*)

GRANDMOTHER. Oh, don't bother please. I'll just rest and chat with you. I don't want to be a trouble, Harry, but isn't it a little cool here? Perhaps I just notice it since I have been outdoors all afternoon. I thought perhaps the furnace regulator wasn't working. I certainly think that is a wonderful invention. It's almost human the way it keeps the rooms at an even heat all the time without your worrying about it. I wish your grandfather could have had such a thing, Alice. When I think about the way that poor old dear used to get out on cold mornings and start the fires—

HARRY. (*hesitatingly*). Why,—er—the furnace isn't working so well today I'm afraid. (*Eagerly.*) But I'll run down and get some wood for the fireplace and that will help perhaps. And can't I move your chair over here? (*Taking up one of the straight chairs and going toward the fireplace.*)

GRANDMOTHER (*looking at the chair and then at the lounge*). No, thank you, I think this will be very nice.

ALICE (*feeling a bit contrite*). I'll get your shawl, Grandmother. (*Leaves.*)

HARRY. And I'll fix the fire. (*Leaves.*)

BILLY (*thoughtfully*). Do you know, there is something queer about this. It doesn't seem exactly like one of Alice's fads. I'd like to know what that sister of mine is up to.

SUSAN. I do believe that you are right. She acts queer to me.

GRANDMOTHER. I thought she seemed a little peevish, and seemed to—well, be looking for something to get cross about. (*Thoughtfully.*) She always was that way when she was little when she had been corrected about something. (*Sitting up suddenly.*) Billy! Do you remember that I was—just a little—er—out of sorts this noon and she may have thought that I was finding fault with her?

BILLY (*grinning*). It does seem to me I heard you tell her that she was too lazy to cut her bread herself!

GRANDMOTHER (*laughing*). Well, she should know better than to take me too seriously. I'm afraid though that that is the trouble—(*breaking off as Alice enters.*)

ALICE (*Putting a shawl around Grandmother.*) Now, when Harry brings some wood I hope that you will be warm.

GRANDMOTHER. Thank you, dear. And if it isn't too much trouble I would like to read Pilgrim's Progress.

ALICE. I think I can find it easily. (*Leaves.*)

GRANDMOTHER (*in a tone of conspiracy to the others*). I wanted to get her out of the room. I'm going to have to apologize without saying I am doing it. I don't want you two spoiling it because you don't understand. Susan, you keep right on telling her that this was a clever stunt, and Billy—don't you tease.

BILLY. I'll be good—if you can get the lights on again. This is all right for a Hallowe'en stunt but I don't care for it all the time. I want more light—or something.

SUSAN (*enthusiastically*). We'll watch you and try to do the right thing. It will be just like playing "Follow your Leader." (*Harry enters with a basket of wood.*)

HARRY (*putting some wood on the fire*). Now, we'll have you warmed up, Grandmother.

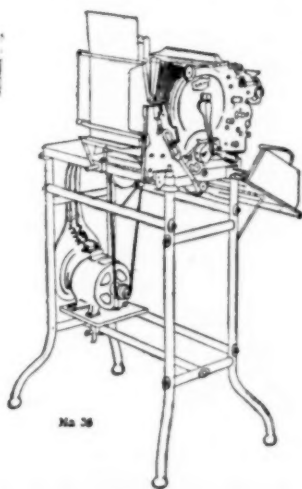
ALICE (*entering with a large book which she gives her Grandmother.*) Here it is, Grandmother. (*Speaking in a more*

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natural tone than she has used before.) Do you remember? You gave me this yourself.

GRANDMOTHER (*opening the book*). So I did. That was the summer you spent with me on the farm.

ALICE (*laughing and forgetting her role*). And do you remember, I learned to make bread—(*Breaking off in confusion, for she remembers the disagreement.*) Speaking of bread, I must see how this cornbread is coming along. (*Crossing to fireplace.*)

HARRY (*trying to be unconcerned*). I hope we are going to eat soon, don't you, Bill?

BILLY (*emphatically*). I'll say! I'm about starved—(*Afraid he has said the wrong thing.*) Er—that is—it's all right whenever Alice is ready!

ALICE (*turning and looking at him sharply*). Don't you get polite, Billy, or I'll be worried.

SUSAN (*looking at her watch*). It's just time for that orchestra broadcast we were talking about. Do you mind if I turn on the radio?

ALICE (*forgetting about the electricity*). No, go ahead. We all wanted to hear that.

HARRY (*in a low voice*). But the electricity is off.

ALICE (*in confusion*). I forgot that. (*The doorbell rings. Harry starts for the door and meets Jack and Mary Wentworth coming in.*)

JACK. We ring and then we walk in. Howdy, folks! What's the chances for a little food, Alice?

MARY (*mournfully*). He has no finesse! That isn't the way to work up an invitation for supper, Jack!

HARRY (*relieved at the interruption*). Come along, the stew's fine.

MARY (*looking around*). How interesting! Alice, what have you done now?

JACK. Oh gosh! You are setting some new style, Alice? I suppose I'll come home and stumble around to candle light soon now. Why don't you start some style like darning socks or sewing on buttons or—(*Breaks off and goes to Mrs. Abbott.*) Oh, good evening, Mrs. Abbott; I didn't see you at first—have to get used to this darkness you know. (*Shaking hands.*)

ALICE. Your grandfather didn't have electricity, Jack, and he was a better man than you!

JACK (*bows*). Granted, but think how much better he might have been if he had had electricity!

MARY. Good evening, Grandmother Abbott. I have a feeling that your hand shows in this. I always did think that you and Alice were alike. It's certainly clever—

ALICE (*growing confused*). Well, really, this is—well, just a bit of simple life.

MARY. You do have the best ideas—but I'm afraid we shouldn't have dropped in unexpectedly if you are having something special. You know you said that any Saturday evening was all right—

ALICE (*more composed*). And it is all right. You know I never fuss for you. We are having a very simple evening as you see—

MARY (*interrupting*). I tried to call you but Central said that no one answered.

JACK. Just now as I came in I saw the receiver off the hook. I thought someone was being called to the phone.

HARRY (*looking reproachfully at Alice*). Well, I'll put it back. I don't like the idea of being cut off from the outside world.

ALICE (*meekly*). Yes, dear, I think it would be better.

(*Harry leaves.*)

GRANDMOTHER (*reflectively*). I remember very well how excited we were when we first got the phone in at the farm! For days the women of the neighborhood neglected their work while they talked and talked. Four or five of us could get on the line at once and visit. It seems a simple enough thing to you girls; but just imagine being able to call up your best friend and talk to her when before that you had been able to see her only every two or three weeks because she lived five miles away; You don't appreciate the things you have, but I suppose that is only natural.

(*Harry has come in just as Grandmother finishes speaking and he and Alice smile at each other.*)

BILLY. Five miles! That wasn't very far to go.

GRANDMOTHER (*laughing*). Not in that flivver of yours; but it was quite a distance with an old horse. Then we didn't have much time to go, either, for our work kept us busy—everything was so inconvenient.

(*Susan has been working at the radio*

while she listens to the conversation. Now she turns with a sigh to Alice.)

SUSAN. Alice, I can't make this radio work.

ALICE (*confusedly*). Oh, no. I meant to tell you—it isn't going this evening.

BILLY (*interestedly*). Why, when did it go off? It was all right at noon. I'll see if I can fix it. (*Going to radio.*)

ALICE (*speaking to Mary who has been standing by the fireplace*). Aren't you warm enough to sit over there by Grandmother? I'll get some more places on the table and we'll soon be ready to eat. This is an old-fashioned supper—I hope you'll like it.

MARY. Oh, I'm simply thrilled. It all looks so good and smells so interesting. Is there anything I can do to help?

ALICE. No, please sit down (*laughing*) out of my way!

(*Mary laughs and goes over to the lounge and sits down by Grandmother. Alice gets more dishes from the dresser and puts them on the table. Billy has been looking at the radio, inside and out, and turning all the knobs. Jack, who has been sitting on the arm of the lounge after greeting Grandmother now goes over to the radio. Alice goes to the fireplace.*)

JACK. I don't want to disturb your artistic setting, Alice, but if you'd turn on the lights for a bit I believe I might get the radio going.

HARRY (*with meaning*). I imagine you could!

JACK. Are you being sarcastic?

HARRY (*laughing*). Not at all. But you see Alice turned the electricity off to make a proper setting for her party and that's all that is the matter with the radio—no juice.

JACK. Well, I'm blamed! I don't see

why the electricity has to be shut out of the house when you light the candles!

MARY. I see the point. You get a different feeling when you know that candles are all the light it is possible to have.

SUSAN (*loyal to Alice*). And I suppose it would be queer to have a radio blurring around in a colonial kitchen.

BILLY. Well, then I say, let's have the radio and let the kitchen go!

(*The men laugh. Alice says nothing but goes over to the fireplace and seems to be looking after the supper there.*)

GRANDMOTHER. I am glad that I lived to see all the wonderful inventions that we have now-a-days. The concerts and lectures over the radio give you people an education while you work. Then you girls have more time to study since you have so many labor-saving devices for housework. I think it's quite remarkable how well informed the women keep these days. I've certainly enjoyed hearing Alice's friends talk when they have been here to visit.

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(Alice has turned around and watched her grandmother keenly during this long speech.)

ALICE. Don't you really think I have a nice bunch of friends, Grandmother?

GRANDMOTHER (*speaking earnestly*). Indeed I do, Alice. And I'm truly glad that they don't have to work as my friends and I did. I only hope that you will keep on learning how to use your leisure time wisely. Sometimes I worry over that.

ALICE (*thoughtfully*). Yes, I know. (*Picking up a kettle from the fireplace and turning to the others who have been listening intently.*) Well, come on all of you! Supper is ready!

MARY. You are sure that you have enough for all of us? I don't see how you could have cooked enough over the fire that way.

ALICE. If my great-great-grandmother could do it why can't I? I'd hate to think that the modern women are not as efficient! Don't worry, I know there is enough of everything unless it's the cornbread.

JACK. Cornbread! That's where I shine. Mary, when are you going to learn to cook cornbread?

GRANDMOTHER. I'll let someone have my piece. Do you know, I ate so much cornbread when I was younger that I don't care for it very much now.

(*All move toward the table.*)

ALICE. Oh, I'm sorry, Grandmother.

GRANDMOTHER. Don't worry about me. I know you have some of that good baker's bread—and we don't even have to bother to slice it. That shows how clever the people are now-a-days. I'm jealous that I didn't have more household helps in my young days. Perhaps I could have learned more.

ALICE (*warmly*). Don't worry about that, Grandmother. You know enough to teach us a lot of things now!

GRANDMOTHER (*smiling*). Oh, we all learn from each other.

JACK. Yes, the cornbread? Or is this an old-fashioned experience meeting?

ALICE (*happily*). Don't get gay! Harry, perhaps we might have the electricity on—so we can have the radio. (*Harry starts toward the door.*) Oh, yes, er—just see about the furnace while you are there, will you? Then we are all ready for supper. (*Harry leaves.*)

GRANDMOTHER. Billy, just get me some of that good sliced bread, will you please?
(CURTAIN)

For years educators have been laboring to harmonize theory and practice. There is hardly anyone nowadays who holds in theory that education is the business of teaching subjects to children. People have a broader view and a wider philosophy for the use of the classroom teacher, the cornerstone of the school system.—*The Catholic School Journal*.

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News, Notes and Comments

The National Bureau for the Advancement of music, 45 West 45th St., New York, N. Y., is distributing free of charge a list of its publications. Anyone planning to undertake a new group project in the field of music should write for that list.

Colorado University is always on the alert to give its students a chance to use their observations to help themselves and the university and Boulder. For instance, the Industrial Safety class in engineering have recently made a survey of the wards of the city of Boulder for the purpose of spying out hazards. Any place where conditions are such that accidents might result, are checked, and later the list of hazards is presented to the Chamber of Commerce with such recommendations as the class believes might do away with the listed hazards.

This class each year makes similar reports to the university, and Superintendent Brockway has used it as a guide in making improvements. This effort of the Industrial Safety class not only makes the class of untold service to the campus manager and to the city of Boulder, but at the same time it gives the students of the class incentive to use their eyes—to observe—and then to figure out some way of making an unsafe place or condition safe.

Fostoria, Ohio. The school board has adopted a schedule of rates for the use of the auditorium, gymnasium, or classrooms. Two schedules are provided. One requires a fee of \$20 a night, or \$10 a half day, for the use of the auditorium when heat is provided. The fee for the gymnasium is \$15 a night, or \$10 a half day, and the fee for a single room is \$5. The summer schedule when no heat is required is \$10 a night. Rehearsals will require a fee of \$10 a night.

Definitely demonstrating the value and popularity of the national tournament idea in forensics, the third annual National Forensic League Tournament was concluded in Wooster, Ohio, on May 10 and officially terminated over two na-

tion-wide radio hook-ups on the following day. New speech champions were crowned in six phases of high school speech-work and nationwide attention was once again focused upon the importance of the art of speaking. In every way, the tournament of 1933 was a complete success. Students from 87 schools in 20 states took active part in its work.

At Sioux City, the National Forensic League had the honor and distinction of cooperating with the Columbia Broadcasting System in presenting to the American public for the first time a high school debate over a nation-wide chain to determine the national champion debaters of American high schools. This year, new precedents were established. Not only was the championship debate again broadcast over a coast-to-coast Columbia network but the National Broadcasting Company also cooperated with the NFL and broadcast the winning speeches in the individual speaking events. Thus, new impetus was given to effective speech training in high schools all over the country.

The Championship Debate was between the Hutchinson, Kansas, affirmative comprised of Phil Stratton and Jack Campbell (H. Bruce Perrill, coach), and the Altus, Okla., negative, comprised of W. C. Dobbs and Roy Henry (Mrs. Clifford Peterson, coach). Five distinguished judges: Dr. H. L. Ewbank, national president of Delta Sigma Rho, University of Wisconsin; Prof. Paul Brees, Wittenberg College; Prof. H. S. Woodward, Western Reserve University; Prof. Emerson D. Miller, Wooster College, and Prof. W. Roy Diem of Ohio Wesleyan University, rendered a verdict of three to two in favor of the negative team. The debate was a splendid example of present-day high type high school debating and was as evenly presented and as hotly contested as the decision indicates. Both teams demonstrated that it takes a vigorous and brilliant type of debating to earn the right to compete in the finals of the National Forensic League Tournament.

The March 1933 number of the *Bulletin of the Department of Secondary-School Principals* is a book of 350 pages. Its title

Proceedings of the Seventeenth Annual Meeting of the Department of Secondary-School Principals indicates its content.

Beginning September 28, 1933, the Extension Division of the University of Utah, in cooperation with the Utah State Department of Education, will offer over Station KSL in Salt Lake City a radio course in teacher training described as A Field Course in Classroom Organization and Management. The course will be conducted by Dr. L. John Nuttall, Jr., Superintendent of the Salt Lake City Schools, formerly Professor of Elementary Education in the University of Utah.

The course to be offered this year will include twenty-five lectures given by Dr. Nuttall over Station KSL each Thursday night from 10:00 to 10:30 p. m. beginning Thursday, September 28. Each week in time for the Thursday night lecture, the registered student-listener receives a study guide that gives specific directions for the practical application of the techniques discussed in the lecture.

In this course the problems of classroom routine will be presented under the following headings: daily programs; passing of pupils; handling materials; attendance and the administration of the compulsory attendance law. A thorough analysis will be made of school records. Reports to parents will be considered carefully.

It is not a course in theory. It will carry the suggestions of educational research and study for application in practice. The work as planned will be useful in all grades including the high school.

An enrollment fee is charged all registered listeners.

The 1933-34 *Debate Handbook*, by Bower Aly and Gerald D. Shively, is just off the press. It is an excellent and complete book of two hundred and twenty-four pages. It treats the current high school debate question on Radio Control and Operation from every angle. No high school debater or debate coach can afford to approach the debate season without this valuable help. It may be purchased direct from the authors at 216 Jesse Hall, University of Missouri, Columbia, Missouri.

Great Bend, Kansas, has a clever football schedule card. On one side of a small

card that can be carried in a bill-fold, is a list of the squad members with the position, classification, age and weight of each. On the the other side is the schedule for the season and the officials for each game. The officials are listed by number and the capacity in which each will work is indicated. Officials are checked early in the year to see that all are properly registered. Approval is then secured of all opponents and the task of securing officials for the season is finished. It is an excellent system.

School Activities readers are urged to preserve carefully their back numbers. Orders for extra copies have already exhausted the supply of a few numbers.

LUCKY CHAP, Daniel in the lions' den—didn't have to make an after-dinner speech! If you are asked to give a talk and it makes you panicky, write me an S.O.S. I'll send it to you ready to give.

ANNA MANLEY GALT

Emporia, Kansas, Ghost Writer

This phrase of the day—

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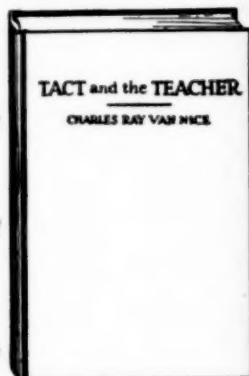
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MR. JONES, a school patron with a petition
MR. SNOOPY, a retired gentleman
MRS. WALKER, a dissatisfied citizen
MR. COBB, a retired farmer
MRS. BERRY, a morning shopper
MR. SPON, a busy man of business
MR. BROOKS, a retired tradesman
MR. WELLS, mayor of the town
MR. GOOT, a local politician
OTHER CITIZENS

Scene—A sidewalk in the business section of a small city

Time—Morning

(Enter Smith L)

(Enter Jones R. carrying several sheets of paper clipped together.)

MR. JONES. Good morning, Mr. Smith. May I have a moment of your time?

MR. SMITH. Yes, more than a moment if you need it. What can I do for you?

JONES. Sign this petition. We want several changes in the policies of our school, and we are going to present this petition to the board. Being a lawyer and a prominent citizen and tax payer, your name early in the list of signers will help us immensely to get other signatures. I am sure that you will approve all our requests. Read it if you like and then sign it here.

SMITH. No, thank you. I am not interested. If I should read it and then decline your invitation to sign it, I would be refusing to sign your petition. As it is I am simply refusing to sign any petition.

JONES. But, Mr. Smith, you have always been public spirited and willing to lend your influence to the good of the community. These things for which we are petitioning are every one for the best—

SMITH. No, we simply do not agree. My observation and experience have taught me that petitions are the most troublesome instruments ever drawn up by well-meaning people. The only good thing

about a petition to a board elected to serve the community is in the fact that it is not binding. No, thank goodness, the board of education need not pay any attention to your petition.

JONES. But didn't we elect the board to carry out our wishes?

SMITH. Most certainly not. We elected them because we had confidence in their ability and willingness to serve the community in that capacity. They have grown in knowledge and understanding of the school. They have worked with their superintendent, a specialist who has given his whole life to the study of school problems. They have given hours to the study of both sides of the many problems that arrive in the running of a school. The self-appointed authorities who are signing your petition have given but a moment's thought to but one side of the questions involved. No, if I had an idea to share with the board, I'd tell them and they would hear me willingly, although no doubt I would be stating a prejudice rather than an opinion.

JONES. Well, if that is the way you feel about it, we'll have to get along without your signature.

SMITH. Yes, you will. On that and every other petition of the kind that tend to overwhelm with popular clamor persons elected to positions of responsibility. You can not point out a single instance of a petition that served a useful purpose. They cause ill will, intensify prejudices, embarrass public servants, and expose the stupidity of their presumptuous signers.

JONES. Well, I agree with you partly, but you know a lot of people have been advocating these changes in school matters and they wanted someone to circulate the petition. I don't care particularly myself, but I told them that I would.

SMITH. Yes, you are circulating this petition for the same reason that your friends are signing it—just because you were asked to. That is the way with petitions. You can always get signatures for a petition.

JONES. I just started a moment ago. In twenty people, you are the first one to turn me down. I believe the contents of

this petition represent the desires of our community.

SMITH. You do? Seriously? I'll tell you what I'll do. I'll make a bargain with you. I'll circulate a petition to make Guiseppe Zangara United States Superintendent of Schools. Of course there never was such an office, and since his execution there is no such a person, but I'll get nine signers out of the first ten I ask. If I do, I want it understood now that you are to give me that petition. You may tell your friends that you gave me the petition to circulate and that you don't know what happened to it. What do you say?

JONES. It's a go if you will promise not to lie to people.

SMITH. It is rather extraordinary for one circulating a petition to be bound to the truth. Who is in a position to judge the veracity of matters of opinion? I will promise this, however. I will not tell anything that I know to be false. On other things I ought to be free to express my opinion, don't you think?

JONES. It's a go.

SMITH. All right, I'll go to the office and make out the petition, and meet you here in thirty minutes, and I'll have the signatures. (*Exit R.*)

(*Enter M. Snoopy L.*)

MR. SNOOPY. Well, how are you coming with the petition? Did my signature give you a good start?

JONES. Yes, I got twenty names in thirty minutes.

SNOOPY. Fine, I guess we'll show that school board something.

JONES. Yes, indeed, but I'll have to be going. (*Exit L.*)

(*Enter Smith R.*)

SNOOPY. Morning Judge.

SMITH. How do you do, Mr. Snoopy? You're just the man I've been looking for to start the signers on a petition. Your name first will give it just the prestige it needs.

SNOOPY. It isn't the petition to tell the school board what's what, is it? If it is I've already signed it for Jones this morning.

SMITH. No, this is the one to ask the President to appoint Mr. Zangara as Superintendent of Schools of the United States. You know the place has been vacant since the government investigation that forced those federal officers to resign some time ago. The President has decided to make no appointment to fill the vacan-

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cy until after the next election, but the President is supposed to do what we want and we want him to know how we feel.

SNOOPY. I don't know the man, Judge, but I'll sign it for you. You can do me a favor sometime. (*Signs and exits R.*)

(*Several persons pass by and speak. Mr. Smith addresses them by name but keeps the petition in his pocket until he sees Mrs. Walker coming.*)

SMITH. Good morning, Mrs. Walker, would you like to sign a petition for a man to direct our nations schools? Mr. Snoopy just signed for me.

MRS. WALKER. Yes, I'll sign it. Things can't be any worse than they've been.

SMITH. That's right—

MRS. WALKER. I hope your man gets the place, and when he does you tell him to see to it that school boards wake up and do what they are supposed to do. They say our professor just wraps the board here around his finger. Did you know that they're getting out a petition—

SMITH. Yes, I know, but here comes Mr. Cobb. (*Mr. Cobb enters R.*) Thank you, Mrs. Walker. Mr. Cobb, will you sign this please? It is a petition— (*Mrs. Walker exits R.*)

MR. COBB. Does it cost anything?

SMITH. Not a thing, Mr. Cobb, and here's my pen.

COBB. I kin write better with a pencil, but I'll try with that pen. I ain't got my specs along. Where's the place?

SMITH. Right here, and thank you Mr. Cobb. (*Exit Cobb L.*)

(*Enter Mrs. Berry and Mrs. Weeks, R.*)

MRS. BERRY AND MRS. WEEKS. Good morning, Mr. Smith. Grand morning, isn't it?

SMITH. Yes, indeed, would you ladies like to sign a petition for me.

MRS. WEEKS. I don't know, Mr. Smith, my husband doesn't like to have me sign papers. What is it?

SMITH. A petition to the President requesting him to make Mr. Zangara the head of our national school system. I don't believe your husband would object.

MRS. BERRY. No, Mary, come on and sign it. I signed my husband's name too, to a petition for Mr. Jones this morning. He's out of town and wouldn't be back in time. I'll sign for him here, too. He won't care. (*Both sign and exit L. talking.*)

(*Enter Mr. Spon, L.*)

SMITH. Mr. Spon, are you in a hurry?

MR. SPON. Yes, I am in a big rush.

Why?

SMITH. I want your signature on this petition. It is about a government position for a man I am working for.

SPON. All right, but make it snappy. (*Signs and exits R.*)

(*Enter Mr. Brooks, R.*)

SMITH. I have a petition here for your signature, Mr. Brooks.

MR. BROOKS. Let me see it. (*Reads*) Dear Mr. President, we, the undersigned do hereby most humbly petition you to appoint Mr. Guiseppe Zangara to the high office of United States Superintendent of Schools. Signed Guilbert H. Snoopy, Rosa N. Walker, John Harrison Cobb, Ruth K. Berry, Casper M. Berry, Mary Weeks, A. K. Spon. I don't believe I know the gentleman, Mr. Smith.

SMITH. I'm surprised, Mr. Brooks. His name has been in all the papers.

BROOKS. Well, I guess it won't do any hurt. (*Signs and exits L.*)

(*Enter Mr. Wells, Mayor, L.*)

SMITH. Good morning, mayor. Fine morning.

MR. WELLS. Yes, Mr. Smith. Great. What's the news this morning—anything startling?

SMITH. No, I guess not. I haven't heard much, but I've been terribly busy—court's in session, you know.

WELLS. Been down to get your mail?

SMITH. Yes, just came from the post office.

(*Exit Wells, R. Enter Mr. Goot, L.*)

SMITH. Mr. Goot, sign this petition for me? It's to get the President to make an appointment.

MR. GOOT. Do you say he's a good man?

SMITH. Well, I don't know him personally, but he made quite a hit down south, and with the mayor of Chicago, too. Yes, he's had everybody after him. So many have gone just to see him that the public was locked out entirely.

GOOT. Is he a man that can not be controlled by politicians? Will he stand up and fight?

SMITH. I should say so. He has been noted for his frankness, and he has never minced words with his enemies. He even took a shot at the President once.

GOOT. That's the kind of men to have in office. (*Signs.*) (*Enter Mayor Wells, R.*) Oh, Mr. Wells. Have you signed this? Mr. Smith is—

SMITH (*baffled and confused*). Yes, mayor, I was just passing this petition

for a friend. The President has declined to make an appointment and we are petitioning him—

WELLS. No, I don't believe I care to sign. Do you know that my years of serving the public in my small way has taught me not to sign petitions. If the President has rendered a decision, I should not want to have any part in annoying him. I prefer to feel that he has done what he thought is best and while you men are free of course to do as you like. And I must be going. (*Exit L.*)

GOOT (*to Smith*). He'd better remember that he may want our votes for mayor again. (*Exit Goot, R.*)

(*Enter Jones, R., smiling*)

SMITH. Well, Jones, here it is. I have eight signatures and I've been turned down once. That's eight out of nine. If my next prospect signs, I win. If he refuses, I lose, and I am going to ask you to sign now.

JONES (*laughing*). All right, you win. All I ask is that you let me take this petition for you, while you take that one for me.

CURTAIN

GENERAL ROBERT E. LEE--A PLAYLET

Frances Marion Ralston

Scene. Fraternity House on a University Campus. Living room.

(*Enter Jack Dorn and Harold Mason*)

JACK. Don't see what got into Rice this morning, spiling off that oration against war. Everybody knows the world has to have a war just so often. And it comes,

no matter how much people preach against it.

HAROLD. Just the same, for one man to

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kill another in cold blood is the heck of a thing to do.

JACK. Well, I can see that all right, but lots of people don't, Hal.

HAROLD. I have just been reading the life of Robert E. Lee. He didn't believe in war!

JACK. That's easy. He got whipped.

HAROLD. He surrendered after four years against terrific odds. But Grant lost two men to every one of Lee's. If the forces had been even, Lee would have won. He is considered one of the great generals of the world. His tactics are used now.

JACK. I never heard that before.

HAROLD. Why, Lee was offered the command of the Union army just before war was declared. Honorable Francis Preston Blair was the man sent by Lincoln to make the offer. This is recorded in Jones' "Lee," page 130. And Lee mentioned it to Beverly Johnston in a letter. "After listening to his (Honorable Francis Preston Blair) remarks, I declined the offer he made me, went directly to the office of General Scott, told him of the proposition and of my decision."

JACK. Why doesn't everybody know that?

HAROLD. Because they haven't taken the trouble to inform themselves. It is recorded in authentic books.

JACK. Everybody concedes Lee was a fine gentleman. He has never been criticised as a man.

HAROLD. When Lee went to West Point he was taught that any state had a right to secede. It was taught in text books like Rawles on the Constitution, right at West Point.

JACK. Just the same, if Lincoln offered Lee the head of the Union army, I say he was a nut not to take it.

HAROLD. But he couldn't. He was born in Virginia and married the daughter of George Washington's step-son. His land was all in Virginia, he had gone to college there, and he had hosts of friends all over the state. Gee! He couldn't up and kill all of his friends.

JACK. Well that's so. But why couldn't he keep Virginia in the Union?

HAROLD. Virginia *did* vote to stay in the Union at first, but when the Northern Army started down South, Virginia thought it was not fair, and she changed her vote. Lee freed all of his slaves then and there, and he manumitted his wife's

slaves. He even advised Virginians to fol-

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Coach, Cleburne,
Texas, High
School.

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Ray Morrison,
Coach,
Southern
Methodist
University

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one dozen, \$3.00; 25, \$5.00; 50, \$9.50.

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low his example.

JACK. Where did you dig up all this past history? I say, the civil war is over. Why not let the dead bury their dead!

HAROLD. It wasn't the civil war I was thinking of, it was Lee, and how heartily he opposed war.

JACK. Then why did he fight.

HAROLD. Any real man goes to war if he feels that his country needs him that way. Lee couldn't run away when the war began. General Scott, Lee's general in Mexico, said of him, "He is the best soldier I have ever had on the field." Later he wrote to General Preston, "If I were on my death bed tomorrow, and the President of the United States should tell me that a great battle was to be fought for the liberty or slavery of the country and asked my judgment as to the ability of a commander, I would say with my dying breath, 'Let it be Robert E. Lee.'"

JACK. Whew! That's going some. In what way did Lee show his generalship?

HAROLD. The first thing that made people sit up was the way he saved Richmond when the Union army was just ready to take it. He followed his victory by expelling the enemy from Cedar Springs and on to Rappahannock and after a three-day battle repulsed the enemy on the plains of Manassas. Then he stormed the heights of Harper's Ferry, captured 11,600 prisoners, seventy pieces of artillery, all of their small arms and other munition.

JACK. Lee sure must have known his business to do all of that.

HAROLD. He was cut off by water and land from supplies at times, and as soon as an army is starved to death, that ends it. It would have been terrible for Lee to walk his men into certain death when he saw that they couldn't keep on their feet any longer. He was humane. In a letter from Northern Virginia he says, "It must be remembered that we make war on armed men only, and we cannot take vengeance for the wrong our people have suffered without lowering ourselves in the eyes of all. He was sort of the Oliver Cromwell type.

JACK. Say, Hal, have your folks in Virginia any feeling about the Civil War?

HAROLD. Grand-dad hasn't gotten over it yet. You see he lost everything and such terrible things were done. He can't seem to forget it. But the rest of us don't feel that way about it. We are all too

busy doing things in the present to hold grudges. My best friends here are fellows who have never been south and the Civil War means nothing to them.

JACK. What did Lee do to make people think him such a fine character?

HAROLD. Well, for one thing, he had control of himself. He was so considerate of others. And then at the close of the war, an insurance company offered him \$50,000.00 a year to be their president, and he wouldn't take it because he said he didn't know the business. They just wanted his name, to give them standing, but he refused to be used that way. Then along came an offer from a little Virginia college, of the presidency at \$1500.00 a year, and he took it.

JACK. He was white all right. Money seems to get people now-a-days.

HAROLD. We'd better go to the game now. But, Jack, don't forget to read that "Life of Lee" by Thomas Nelson Page. It is right here in the library.

(Exeunt)

This is the second of Frances Marion Ralston's series of dramatizations of LIVES OF GREAT MEN.

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DECORATIVE SUGGESTIONS FOR THE OCTOBER PARTY

Helen M. Alrich

No other celebration holds the same unconventional, bewitching charm as all Hallowe'en. This is the night of "make-believe," when a magic spell seems to encircle the earth. Every one must enter into the spirit, and bear in mind that nothing can be too eerie, startling or uncanny in awakening creepy horrors and thrills among the guests. They must come prepared to learn their fate from the spooks who are supposed to inhabit the earth on the thirty-first of October.

Why not have the invitation contain an element of mystery and excite as much curiosity as possible? Cut out of black or orange matstock whimsical cats, witches or owls, then write the invitations in orange or white ink, as black, white and orange are the prevailing colors for the night of witchery.

Halls may be trimmed with natural branches covered with yellow pumpkin blossoms, made of large circles of crushed crepe paper inserted through the twigs. These may be used generously in the decorations.

Spider webs can be woven in the corners of the room by wrapping wire with black crepe paper, or by using black cord. Growsome spiders may be made of black festooning wrapped over wires for legs. A card board body padded with cotton and covered with black crepe paper should be decorated with gold ink stripes.

Wise owls are made of paper stuffed, and having large button eyes. These may be made to gleam balefully if smeared with brimstone just before the arrival of the guests. Fine gray slashed crepe paper fringe hung on the natural branches have the appearance of moss.

Ghosts suggestive of the supernatural are made by dressing broom sticks in white sheets, using ten-inch wires wound in white paper for hands and fingers.

A witch is easily constructed by stuffing a union suit with paper. The head is made of cotton covered with paper and a mask is used for the face. Long strips of

gray crepe paper twisted are used for the hair. Dress the witch in a black skirt, red cape, old shoes, long gloves, and a peaked hat decorated with silver stars or moons.

A dim light should permeate the room. Lights may be covered with Jack-o-lantern boxes as shades. Take a paste board box and cut out ears, eyes, nose and mouth. Cover the box with orange paper, using black for the features. Use electric light bulbs for lighting when possible.

In the hall, upon the arrival of the guests, have the sign "DEAD SILENCE!" Then apparently from the lower regions, a hollow voice intones: "TO GAIN ADMITTANCE INTO THE SPIRIT WORLD, RAP ONCE—AND GROAN! RAP TWICE AND GROAN AGAIN, THEN RAP A THIRD TIME AND BE SILENT; FOR IT IS THEN TOO LATE TO GROAN. THEN ENTER!"

The guests knock once. Instantly a dozen pair of eyes flare in the darkness. These are made by tiny electric bulbs, colored or white, flashed on and off several times. Again they knock, the lights are turned on showing limp forms of two men dangling with a rope around each broken neck. The corpses are union suits stuffed with paper or rags. An old hat over the rag head, white gloves on the hands, stuffed socks for feet makes a realistic body. The lights then should be winked off and on, but one glimpse is enough for the shuddering guests.

A third rap, and the lights come on bright. A silent ghost beckons them to the main hall where the real spree takes place, decorated as described but with the center clear for action.

Spirit groups are formed to slow music at the opening event. This is easily accomplished by having all the girls form on one side of the room, and the men on the other facing the back of the hall. Then to a funeral dirge, they move slowly to the end of the room, meet and come up the center in couples. They then go through the usual grand march figures, until they finally come up the center in a long line of sixteen people abreast. These sixteen form groups, and each group is asked to find a comfortable corner and keep dead silent a few minutes to call the spirits from the vast deep. The quietest group gets a reward. When all is still have some

one under a table covered to the floor with a black cloth drape, move it about. Then have some one else clank chains, and have another give cat meows and howl like a dog. Have water drip into a shallow pan, and a loud whisper, "Help, I'm drowning."

Ghost stories should naturally follow. The best story teller of each group should be chosen to compete with each other in the final test to be given to the entire company.

Cat life savers may be used as favors. Cut black festooning lengthwise through the center, then wrap three pieces of No. 7 wire six inches long. Bend two of them in the middle to form front and back legs. Thrust them into the holes of the front and back of the package of life savers, then push the tail into place and paste a cat cut out head to the front. An orange paper bow may be used for a tie around the cat's neck.

To make a witch night party a success an element of chance must enter into all of the games. For the table use a high pumpkin made of orange paper hollowed in the center and guarded by two tall ghosts made of white crepe paper mounted on sticks eighteen inches high.

The cat favors may be concealed inside the pumpkin and drawn out by orange streamers which run to each place. Candle shades of orange paper with black cat cut-outs pasted on them are effective. The candles are mounted in candle sticks of carrots, onions, and apples, hollowed out.

This is the second of a series of articles on this subject. The author is a specialist in decoration, and SCHOOL ACTIVITIES readers will welcome her usable aids.

A MAGIC PARTY

The Hallowe'en season is a time for things weird and mysterious. A party made up largely of games of mystery and magic will meet with an enthusiastic response. For an evening that is timely and different, here are suggestions for a magic party.

A COIN DATE TRICK

Ask someone for a penny, but tell him to hold it so that you cannot see the date. Have him put it into your hand, over which you close your fingers tightly without glancing at the coin. Now, pretending to "concentrate," you place the coin



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GAMES

Rubber Horse Shoe Set, not return- able, per set98
Table Tennis Set, not returnable, Per set98
Throwing Darts, not returnable, for games of skill, each08
Wood Hoops, not returnable, for games of skill, each06

NOISE MAKERS

Horn Dusters, per dozen48
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on top of your head. Presently you announce the date—and the company's examination of the coin proves you to be correct.

The important thing is to make sure that the spectators do not get a look at the date before you do the trick. Secretly, you have a penny, the date of which you already know. This you have concealed in your right hand. Ask the person who gives you the penny to drop it into your left hand.

You appear to be trying to concentrate, and you make a motion as though transferring the coin from left hand to right. Of course when your right hand goes up to your head, a little later, it contains your own penny only.

When you announce the date, hand the penny over for examination; and while your friends are crowding around to see the date, drop the other coin into your pocket.

One important thing is that the pennies do not differ extremely in appearance. For instance, the coins issued before the Wilson administration differed from those following it, etc. The pennies must be of the same "coin era" and of

course any blackened, dirty appearance in one, while the other was comparatively bright, would spoil your trick. A good plan is to have your own penny an old one; then state that you cannot perform the stunt except with a worn coin.

A TRICK WITH BIRD SEED

Get a fairly large pill box. Remove the bottom, and replace it a tiny way inside the box—perhaps an eighth of an inch.

Gum the bottom of the box in place, and gum enough bird seed over this piece to bring it level with the edge.

In a small bag place a quantity of bird seed. Take the lid off your box and show the audience that it is empty. Slip your box inside your bag and pretend to fill it with seed. Instead, you turn the box upside down, and bring it out bottom-side up, so that it looks as if it were really full of seed.

"You see the box is full of seed," you remark. "Now watch me carefully." At this point you throw a handkerchief over the box, and in doing so, turn the box over once more, so that your seed is underneath.

"I command the seed to fly hence!" you

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say. Then you remove the handkerchief and show the empty box.

MIND READING GAMES

A member of a party makes the declaration that he can read people's minds. Of course he will be challenged by some of the other members. So he says, "Very well, here is a half dollar. I will go out of the room. Let some one hold the coin in his hand. Then have every one put his hands in front of him. When this has been done, I will come into the room and tell you which member has the half dollar."

The member who has made the boast then leaves the room. One of the remaining members takes the coin, and all place their closed hands in front of them as directed. The member who is to do the "mind reading" enters the room, looks very intently at the faces of the members, assumes an attitude of deep meditation, and then calls on a certain member to open his hand. To the surprise of every one except the "mind reader" and another member, the person so designated produces the coin.

The explanation is this: "the mind reader has a confederate among the other members. This confederate has placed his feet so that the toe of his right (or left) shoe is pointing towards the one who is holding the half dollar. This action of course should be so quietly and dexterously executed that the suspicion of the members will not be aroused.

The "mind reader" and his confederate may or may not divulge the secret after the members have expressed themselves "stumped" by his "powers."

There must of course be some agreement between the two as to the signal to be used in the event the confederate is given the coin.

Here is a good game for Hallowe'en. Only two people should know how it works. One has a wand, the other has no apparatus. One leader goes out of the room and is able to tell upon whose shoulder the other leader has placed the wand. This is the way it is done:

Seat your guests on the floor and tell them that they may speak, but only in subdued tones. When people have to talk quietly, conversation naturally falls off. You and your assistant are both in the room. The guests are talking quietly. When one person speaks alone your as-

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sistant quickly but unobtrusively leaves the room.

You talk a few sentences on getting the assistance of the spirits, etc., and then call to your helper, who is in the kitchen or well away from the players, "Are you receptive?" She sometimes answers "yes," or to mystify the players still more, calls "Just wait a minute," and then announces that she is ready.

You take the wand and walk around touching the people on the shoulder with it, saying in a ghostly voice, "It rests. it rests." every time you touch anyone. Finally you allow it to lay on the shoulder of the last person to speak before your helper left the room. Then you call "On whom does it rest?" and your helper readily answers John Jones or whoever it may be.

Then your assistant comes into the room and you may have to wait a little for the one voice, for everyone will want to know how it is done. In a lull someone will speak and then you repeat the process.

(Continued from Page 6)

BUILDING INTEREST IN SPEECH CONTEST

grees. While they do not need the incentive to engage in forensic contests, it is no secret that sometimes their interest in their work wanes and it is a matter of record that coaches have intensified their own efforts just to qualify for the coveted Degree of Distinction in the National Forensic League.

Nor is interest in speech activity confined to the group immediately participating in the contests. Award of membership certificates, NFL keys, and advanced degrees at assembly programs, class-day exercises, or commencement offers unexcelled opportunity to bring its worth to the attention of all students. Many a student has made his first commitment to take up speech activity when he observed a fellow student receive such certificate or key at one of these programs.

While the National Forensic League provides a series of co-ordinated methods for stimulating and maintaining interest in speech, it is not a nickle-in-the-slot machine dispensing ready-made speech enthusiasm wrapped in cellophane. It is more like a fine automobile furnishing easy, fast, and certain transportation to

the destination of your choice, in which you must still exert slight effort necessary to release its tremendous power and to guide it on its way. Similarly the National Forensic League furnishes the easiest and most effective way of building continuing speech interest, but the principal or coach must use the facilities it provides.

Using these interest-building forces will make most effective the membership in the state association by doubling and trebling the number of students entering the try-outs to participate in the contests that association affords. Between the two organizations there is neither conflict of purpose nor duplication of effort. The state association sponsors and directs the contests; the National Forensic League encourages greater numbers of students to participate in those contests. The organizations are complementary—each makes the other more effective. Real interest building in speech contests means membership in both.

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For the ENTERTAINER who needs jokes and other humorous materials out of which to produce comedy acts.

For the SPEAKER who in conversation or public address would liven up his remarks with humorous illustrations.

PROOF ENOUGH

"So your name is George Washington," mused the old lady.

"Yassum," replied the small colored boy.

"I'll just bet you try hard to be like him don't you?"

"Lak who?"

"Why, like George Washington, of course."

"Ah kaint help bein' lak Jahge Washin'ton, cause dat's who I is."

SPEEDY

Drunk (entering street car): "Shay, will you put me off thish thing when we get where I'm supposed to get off?"

Street Car Conductor: "Yes, sir, you get off right here!"

Drunk: "Gosh, here already. How time dush fly!"

Freshman: Is "Twist" Ewing really a triple threat man in Football?

Moriconi: Yeah, start, stumble and fumble.

—*The Collegian*

EXPERIENCED

"Billy, do you know what happens to little boys who tell lies?"

"Sure ,they ride for half-fare."

OUTCLASSED

The teacher sighed: "I would that I

In discipline might e'er approach

The fond obedience rendered by

My pupils to the football coach."

—*Missouri School News*

Teacher: "Name one of the greatest men in American history."

Willie: "Lindbergh."

Teacher: "What about such a man as Benjamin Franklin?"

Willie: "Why, teacher, all he could fly was a kite!"

The editor of a country newspaper retired with a fortune. When asked the secret of his success, he replied:

"I attribute my ability to retire with a \$100,000 bank balance, after 30 years in the newspaper field, to close application to duty, pursuing a policy of strict honesty, always practising rigorous rules of economy, and to the recent death of my uncle, who left me \$98,500."

"She told me you told her that secret I told you not to tell her," said Madge.

"The mean thing!" replied Charles. "I told her not to tell you I told her."

"Well, I promised her I wouldn't tell you she told me, so don't tell her I did."

"Now children," said the teacher who was trying to boost the sale of the class photographs, "just think how you'll enjoy looking at the photographs when you grow up. As you look you'll say to yourself, 'There's Jennie, she's a nurse; there's Tom, he's a judge; and—'"

"And there's teacher, she's dead," came a voice from the back of the class.

REAL DRY SPELL

A tourist who was traveling through the Kalahari Desert happened to meet an old inhabitant and his son.

"It looks as though it's going to rain."

"Well, I hope so, not so much for myself as for my boy. I've seen it rain."

The absent-minded professor called his biology class to order shortly after the lunch hour. "Our special work this afternoon," he said, "will be cutting up and inspecting the inward workings of a frog. I have a frog in my pocket here to be used as a specimen."

He reached into his pocket and pulled out a paper sack, shook its contents out on the table, and out rolled a nice-looking sandwich. The professor looked at it, perplexed, scratched his head and muttered: "That's funny, I distinctly remember eating my lunch."

SCHOOL ACTIVITIES

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Book Shelf

For the convenience of **School Activities** readers, this list of books of various publishers is offered. These are not all the good extra curricular books, but all these extra curricular books are good. In time other worthy numbers will be added to this list.

EXTRA CURRICULAR ACTIVITIES (General)

A Handbook of Extra Curricular Activities, by Harold D. Meyer. This is one of the most popular among extra curricular books. It contains 416 pages and deals with every phase of the subject. Character building and student participation in school government are given parts in the book, as well as are the more specific matters such as the annual, athletic contests, social functions, special day programs, school dramatics, etc. Price \$3.

All School Activities, by F. C. Borgeson. This book differs from most extra curricular books in the fact that it treats of activities for the elementary grades. It is a new book, one that meets a great demand, and one that is of immense value in its field. Elementary schools welcome this book. Price, \$1.

Extra-Classroom Activities, by R. H. Jordan, Professor of Education in Cornell University. This book differs from other books in its field in the fact that it presents a unified plan for extra curricular activities through both elementary grades and high school. It contains 312 pages of sound theory and practical ideas presented in an interesting way. Price, \$2.50.

Extracurricular Activities, by Harry C. McKown. This is a standard book in the field of extra curricular activities. It treats the subject both generally and specifically. One who has access to this book will have opportunity for complete knowledge of what extra curricular activities mean and of how one should proceed to get the values they offer. Price, \$3.

Extra Curricular Activities in Junior and Senior High School, by J. Roemer and C. F. Allen. This book is one that has extended its scope to cover both junior and senior high school interests. It contains 333 pages. The authors have made it a practical handbook and a readable discourse on extra curricular matters. Price, \$2.

Group Interest Activities, by F. C. Borgeson. This book is a companion book of **All School Activities** and takes up in a more specific way where that book leaves off. The two give a complete treatment of all elementary school activities. This volume should be in every elementary school. Price, \$1.

Extra-Curricular Activities in Secondary Schools, by Elbert K. Fretwell. The author of this book is recognized as the leader in the great extra curricular movement. His work and leadership as Professor of Education in Teachers College, Columbia University, have made him the pre-eminent authority in the extra-curricular field. This book is his masterpiece. Price, \$2.75.

Point Systems and Awards, by Edgar G. Johnston. In this book the author gives types of point systems now in use and shows how such systems may be used to best advantage in guiding, stimulating, and limiting pupil participation in extra curricular activities. He tells how to proceed in introducing a point system and how its administration should be carried on. Price, \$1.

THRIFT AND FINANCING STUDENT ACTIVITIES

Financing Extra Curricular Activities, by Harold D. Meyer and S. M. Eddleman. This book gives plans for raising money, methods of distributing finances, and systems of accounting for moneys. It gives forms for use in budgeting and accounting. It is a new book and one that gives definite and practical help in financing all branches of extra curricular activities. Price, \$1.

Thrift Through Education, by Carobel Murphy. Here we have the author's account of the highly successful experiment in thrift education as carried on in the Thomas A. Edison High School, Los Angeles. The book meets a very great need of high schools at the present time. It gives junior and senior high school teachers definite and workable ideas by which to develop thrift, business judgment, and habits of saving. Price, \$1.

THE ASSEMBLY

Assembly and Auditorium Activities, by Harry C. McKown. This is a new book by this well-known authority in extra curricular matters. It contains 462 pages and treats every phase of the problem of developing assembly and auditorium activities that are powerful forces toward the achievement of secondary school objectives. Its emphasis is upon practical material, and it offers programs and program material that are appropriate for all kinds and sizes of schools and all grades within these schools. Price, \$2.50.

Assembly Programs, by M. Channing Wagner. This is a new and popular handbook on assembly programs. It gives principles, aims, and objectives of the school assembly. It describes the various types of assembly and shows how they may be correlated with the curricular work of the school. The author gives suggested programs for a whole school year. Price, \$1.

HOME ROOMS

Home Rooms—Organization, Administration, and Activities, by Evan E. Evans and Malcolm Scott Hallman. This book gives both general and detailed treatment of the home room as it is now conceived by leading educators. The book is strictly new and a most up-to-date publication in home room organization, planning, and development. Price, \$1.

SCHOOL CLUBS

High School Clubs, by Blackburn. Here is a book that gives the essentials of school club organization and direction. While it is not intended to be an exhaustive treatment of the subject, it does give an abundance of practical help. For a club sponsor with limited training, this book should be among his first library references. Price, \$1.25.

School Clubs, by Harry C. McKown. This is a most complete treatment of the subject of school clubs. It suggests an exhaustive list of club projects and purposes. It gives instructions in the matter of club organization and management. It gives its readers a vision of

club possibilities and a broad concept of the field. Price, \$2.50.

The School Club Program, by Harold D. Meyer. This is one of the newest books of this outstanding authority on extra curricular activities. It offers a wealth of suggestions for club organization and administration and gives its readers the benefit of the latest developments in that field. It gives those who have the responsibility of directing school clubs definite and practical help. Price, \$1.

SCHOOL PARTIES

400 Games for School, Home, and Playground, by Elizabeth Acker. This book is well known and a standby in most recreation circles. It gives more than four hundred games providing for every age, purpose, and occasion. It contains 320 pages and numerous illustrations. It describes every kind of game that schools could use. Price, \$1.50.

Games for Everybody, by May C. Hofmann. This book gives a lot of favorite games both new and old. It was intended for both children and grown-ups. Consequently it fits well into the recreational needs of secondary schools. It offers games for various purposes and to fit the seasons and special occasions. Contains over two hundred pages and some illustrations. Price, 75c.

Ice Breakers and the Ice Breaker Herself, by Edna Geister. The first half of this book is given over to ideas for socials, while the second tells how to direct games—and, most important, how to help people enjoy playing them. This is a standard party book and one that may be regarded as a textbook on the subject. Price, \$1.35.

The Fun Book, by Edna Geister. For the person who wants a book of seasonable games arranged by months, this is the book. It is one of the best books of its distinguished author. Beginning with January, the author supplies suitable seasonable material for fun and frolic throughout the entire year. Price, \$1.25.

Geister Games, by Edna Geister. Out of twelve years of experience with every kind of group, Edna Geister has selected those games which she found gave the most fun. A book for the hostess as well as for the recreational worker. This book should be in every school library—available to every person who has charge of games for school parties. Price, \$1.50.

Getting Together, by Edna Geister and Mary Wood Hinman. A hundred and one original tricks, stunts and games—enough to keep the most diverse gathering imaginable constantly engrossed. Few other entertainment books give so wide a variety of material—all usable and new. This is an excellent book by two authorities in the field. Price, \$1.35.

PROGRAMS AND ENTERTAINMENTS

Carnival Capers, by Dora Mary MacDonald. Chapter I, Scheduled Attractions, describes more than a dozen varied school carnival features of outstanding merit. Chapter II, Continuous Attractions, gives detailed instructions for the main events of the evening. Chapter III and the remainder of the book is given over to attractions in which patronage is part. An excellent up-to-date school carnival book. Price, \$1.

Crazy Stunts, by Harlan Tarbell. This is a book written to satisfy the persistent demand for all kind of comical stunts. Most of the twenty-six stunts described have been derived from the author's experience on the stage. Yet this is a

book for amateurs and one that schools can make good use of in designing programs of a light and humorous nature. Price, \$1.

50 Successful Stunts, by Katherine Ferris Rohrbough. Here is a book of stunts such as recreation leaders always need and for which there is a great demand. The stunts described in this book may be depended upon to please any audience. They were made available to the author through her experience in connection with a national recreation service and its publications. Price, \$1.50.

High School Stunt Show and Carnival, by Willard B. Canopy. This book tells how to advertise the show, organize committees, plan the parade and booths, and manage the various side shows. Thirty-four stunts and nineteen side shows are described in detail. All are successful fun-makers, yet they are all easily planned and carried out. Price, \$1.

How to plan and Carry Out a School Carnival, by C. R. Van Nice. This is a school carnival book written from the viewpoint of a school executive. It gives a general plan or organization for a school carnival and detailed instructions for carrying out that plan. It describes a number of advertising and money-making features. Throughout it treats the school carnival as both an educational project and a money-making enterprise. Price, 50c.

How to Put On an Amateur Circus, by Fred A. Hacker and Prescott W. Eames. This book tells how to organize an amateur circus, how to construct the "animals" and how to build and use the other necessary equipment. By detailed description accompanied by over sixty diagrams, working drawings, sketches, and photographs this book tells how to carry out a whole circus—animal and acrobatic acts, clown stunts, side shows, and parade. Price, \$1.75.

Stunt Night Tonight, by Catherine Atkinson Miller. Comic plays, pantomimes, human puppet show, and all sorts of stunts in complete detail, as well as stunt suggestions, make up this volume. Based on the folk-lore of many nations, on ballad, romance, and history, these stunts are as colorful as they are amusing. Most of them can be presented after just one rehearsal. Price, \$1.50.

MISCELLANEOUS

After-Dinner Gleanings, by John J. Ethell. This is a book of clever anecdotes, humorous stories, and short talks of a serious nature. It has a unique plan of organization by which appropriate stories may be brought into a talk or toast. It will furnish material for a clever speech—readymade, yet in a way original—for any person, any time, any place. Price, \$1.25.

Good Times for All Times, by Nina B. Lamkin. This is the most complete book of its kind ever compiled. It is in every sense an encyclopedia of entertainment. In it is described every sort of festival, ceremony, stunt, and entertainment. It contains 8 ceremonials, 14 tableaux, 20 festivals, 2 dances, 24 parties, 50 stunts, 64 stunt races, 120 games and contests, 25 charades and pantomimes, 80 short selected bibliographies and 18 carnival shows, and circuses. Price, \$2.50.

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A CANDID EDITOR

Dear Editor: "Will you please read the enclosed short story carefully and return it to me with your candid criticism, as I have other irons in the fire?"

In reply the editor wrote, "Remove the irons and insert the short story."—*The Country Teacher*.

A struggling author had called on a publisher to inquire about a recently submitted manuscript.

"This is quite well written," admitted the publisher, "but my firm only publishes work by writers with well known names."

"That's fine," said the caller; "my name's Smith!"

Mary had a little lamb,

A lobster and some prunes,

A glass of milk, a piece of pie,

And then some macaroons.

It made the naughty waiters grin

To see her order so.

And when they carried Mary out

Her face was white as snow.

—*The Ashland Collegian*.

Who put the stew and shun in constitution and the sigh in science?

It must have been the person who put the bray in algebra.

Irate Master: "Rastus, I thought I told you to get a domestic turkey; this one has been shot."

Rastus: "I done got a domestic turkey, boss."

Master: "Well, how does it happen that the bird is shot?"

Rastus: "I specks that shot was meant for me."—*The Country Teacher*.

SMILIN' THROUGH

Some folks smile in the night time,

Some folks smile in the dawn,

But the man worth while is the one who can smile

When his two front teeth are gone.

—*Journal of Education*.

BUSINESS

After terrific struggles, the freshman finally finished his examination paper, and then, at the end, wrote:

"Dear Professor: If you sell any of my answers to the funny papers, I expect you to split 50-50 with me."

"Dad, that dentist wasn't painless like he advertised," said the 5th grader of Oak Park on return from a session with the D.D.S.

"Why, son, did he hurt you?" solicitously inquired his parent.

"No, but he yelled just like anybody else, when I bit his finger," replied the lad.

GRANDMA'S MISTAKE

Johnnie (to new visitor)—"So you are my grandma, are you?"

Grandmother—"Yes, Johnnie, I'm your grandma on your father's side."

Johnnie—"Well, you're on the wrong side; you'll soon find that out."

A HOT IDEA

"Willie," said the Sunday School teacher, severely, "you shouldn't talk like that to your playmate. Had you ever thought of heaping coals of fire on his head?"

"No, ma'am, I hadn't, but it's a peach of an idea!"

WHAT'S IN A NAME?

Social Worker: "What is your name, my man?"

Convict: "No. 888."

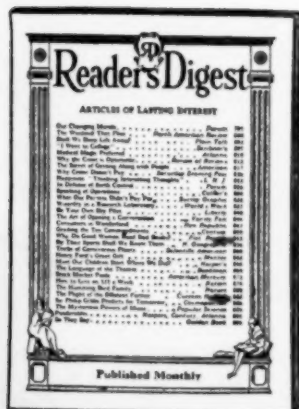
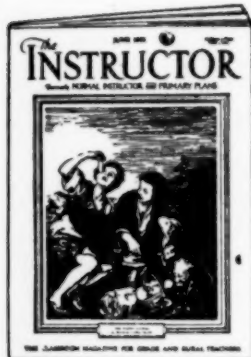
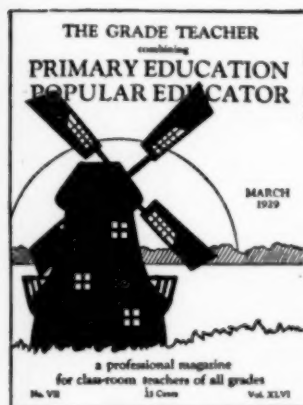
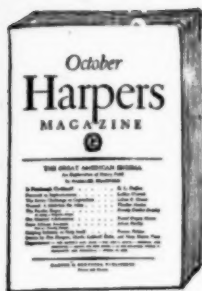
S. W.: "Oh, but that's not your real name."

Convict: "No—just my pen name."

HONOR SYSTEM

Soph—"Did you vote for the honor system?"

Freshman—"You bet I did—four times."



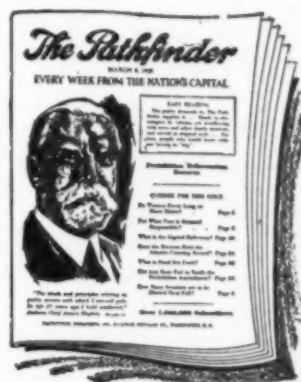
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